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ABSTRACT

The activities in this manual are drawn from converging research evidence on the effectiveness of critical components to early reading success. These instructional elements include: phonological awareness, fluent reading in a variety of texts, comprehension strategies and vocabulary development, decoding strategies, and word analysis. The activities in the manual are intended to provide the additional practice struggling readers need to develop basic reading strategies. The manual is divided into four sections: Fluency, Phonological Awareness, Instructional Reading, and Word Analysis and Spelling. Two sample lesson plans illustrate how the sections can be organized into 30-35 minute lessons, over the span of a week: the original lesson plan contains all of the elements taught in equal time frames each day is appropriate to use with students who can read at least 15 words per minute (wpm) and are making reading fluency gains of 2 words per minute, per week; an adapted lesson plan allows for students who read less than 15 wpm and allows for increased time to be spent in fluency building and word analysis activities. Each section of the manual contains an overview of the instructional element followed by progress monitoring activities and modifications for English language learners. Appendixes contain guidelines for choosing materials; directions for administering reading passages; an educational game board; a word list; a sequence for word analysis/spelling; a bibliography of decodable books series; a list of vowel patterns containing multiple sound correspondences; directions for making a Word Slide; vowel patterns; a suggested contraction list; and teacher resources. (RS)

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Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program - Expanded Edition

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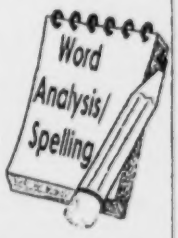
INTRODUCTION

Overview

The activities in this manual are drawn from converging research evidence on the effectiveness of critical components to early reading success (Snow, Burns, & Griffin, 1998). These instructional elements include: phonological awareness, fluent reading in a variety of texts, comprehension strategies and vocabulary development, decoding strategies, and word analysis. To improve their reading proficiency, students who struggle with reading need intensive, systematic, and explicit instruction in these in addition to their regular classroom reading instruction. The activities in this manual are intended to be used as a supplement to the regular classroom reading program and to provide the additional practice struggling readers need to develop basic reading strategies.

This manual is divided into four sections: **Fluency**, **Phonological Awareness**, **Instructional Reading with Comprehension**, and **Word Analysis and Spelling**. The two sample lesson plans on the following pages illustrate how the 4 sections can be organized into 30-35 minute lessons, over the span of a week. The original lesson plan containing all of the elements taught in equal time frames each day, is appropriate to use with students who can read at least 15 words-per-minute (wpm) on grade level text and are making reading fluency gains of at least two words per minute, per week. The adapted lesson plan is more appropriate for students who read less then 15 wpm on grade level text and gain less than two words per minute per week. The adapted lesson plan allows for increased time to be spent in fluency building and word analysis activities to increase automatic word recognition, while continuing to provide consistent reinforcement in the areas of phonological awareness and instructional reading.

Each section of the manual contains an overview of the instructional element, followed by progress monitoring activities and modifications for English language learners. The subsequent lessons and activities in each element can be used to review, practice, and reinforce the skill or skills associated with the element. Lesson plans for the activities include the objective for the lesson, a list of materials needed, and steps for completing the activity. In addition, the plans include adaptations for differing levels of instruction, for differing target skills, and modifications for English language learners. Appendices provide directions for making materials, as well as word pattern lists for use with many of the activities.



Progress Monitoring

The section overview also discusses progress monitoring, another component of accelerated reading instruction. Weekly monitoring of student progress can be used to document student growth and to inform instruction. Timed reading and writing activities provide both teachers and students with an index of the student's fluency level.

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Principals, teachers and students

Special thanks to all our reviewers for their valuable contributions.

	Monday	Tuesday	Wednesday	Thursday	Friday
Fluency	**5 minutes** Partner Reading (p. 10)	**5 minutes** Road Race (p. 17)	**5 minutes** Partner Reading (p. 10)	**5 minutes** Slap! (p. 22)	**5 minutes** Partner Reading (p.10)
Phonological Awareness	**5 minutes** Smiley Faced Phonemes (p. 39)	**5 minutes** Discriminating Phonemes (p. 40)	**5 minutes** Discriminating Phonemes (p. 40)	**5minutes** Do the Phoneme Shuffle (p. 36)	**5 minutes** "Riming" Race (p. 34)
Instructional-level Reading Short Vowels	**10 minutes** Instructional reading: basic steps (p. 42)	**10 minutes** Decoding short vowels in decodable book (p. 54)	**10 minutes** Decoding long vowels in trade book (p. 52)	**10 minutes** **In same book,** Story Mapping (p. 45)	**10 minutes** Decoding long vowels in trade book & The W's (pp. 52 & 44)
Word Study/Spelling	**10 minutes** Pair That Sound! (p. 61)	**10 minutes** Word Slide (p. 65)	**10 minutes** Word Pattern Match (p. 67)	**10 minutes** Sticky Books (p. 63)	**10 minutes** Pair That Sound! (p. 61)
Progress Monitoring	**3-4 minutes** One-Minute Write (p. 57)	**3-4 minutes** One-Minute Write (p. 57)	**3-4 minutes** One-Minute Write (p. 57)	**3-4 minutes** One-Minute Write (p. 57)	**3-4 minutes** One-Minute Write (p. 57)
Total Time	**33 minutes**	**33 minutes**	**33 minutes**	**33 minutes**	**33 minutes**

WEEKLY LESSON PLAN (original)

WEEKLY LESSON PLAN (adapted)

	Monday	Tuesday	Wednesday	Thursday	Friday
Fluency	**10 minutes** Partner Reading (p. 10) Progress monitoring (sight words)	**5 minutes** Road Race (p. 17)	**10 minutes** Fast Phrases (p. 14) Progress monitoring (word pattern)	**5 minutes** Word Folder (p. 19)	**10 minutes** Partner Reading (p. 10) Progress monitoring (sight words)
Phonological Awareness		**5 minutes** "Riming" Race (p. 34)		**5minutes** Do the Phoneme Shuffle (p. 36)	
Instructional-level Reading Decoding words containing silent *e*	**10 minutes** Instructional reading: Basic steps (p. 42)	**10 minutes** Decoding long vowels in decodable book (p. 52)	**10 minutes** Decoding long vowels in decodable book (p. 52)	**10 minutes** Decoding long vowels in passage (p. 52)	**10 minutes** Decoding long vowels in trade book (p. 52)
Word Study/Spelling	**10 minutes** Add "silent *e*" to make new words (p. 59)	**10 minutes** Short or Long? (p.62)	**10 minutes** Word Pattern Match (p. 67)	**10 minutes** Sticky Books (p. 63)	**10 minutes** Word sort by pattern
Progress Monitoring	**5 minutes** One-Minute Write (p. 57)	**5 minutes** One-Minute Write (p. 57)	**5 minutes** One-Minute Write (p. 57)	**5 minutes** One-Minute Write (p. 57)	**5 minutes** One-Minute Write (p. 57)
Total Time	**35 minutes**	**35 minutes**	**35 minutes**	**35 minutes**	**35 minutes**

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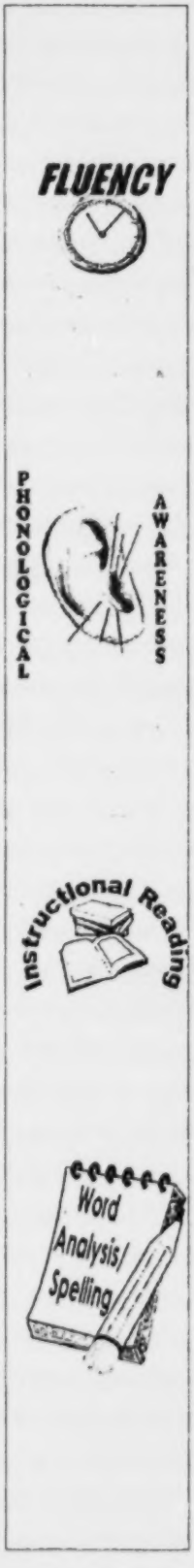

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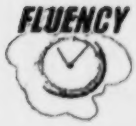

Fluency

Fluent reading consists of three components: rate, accuracy, and prosody (prosody refers to intonation, stress, and pauses). The main goal of fluent reading practice is to provide students with opportunities to read accurately and quickly, if they are reading words only, and/or with appropriate expression, if they are reading text. As students make gains in reading fluency, they are able to focus more of their reading energy on comprehension, rather than on decoding, and are therefore better able to analyze, interpret, and draw conclusions from their reading (White, 1995).

Reading and rereading words, passages, or texts at their independent reading level helps students develop fluency. To determine a student's independent reading level, you should ask her/him to read two or three previously unread passages from a grade-level text with similar levels of difficulty and readability at the beginning of the school year and again every three to four weeks (see Appendices A and B "Guidelines for Choosing Materials," and "Directions for 1-Minute Administration of Reading Passages"). If a student reads a text with 97-100% accuracy, then that text is considered to be at the student's independent level and appropriate for fluent reading. In general, for second-grade students, reading grade-level material, 85 words per minute is the target rate (with a range of 50-80 words per minute at the beginning of the year); 3rd-grade students reading grade-level material will average 110 words per minute; 4th-grade students will average 120 words per minute, and 5th-grade students will average 130 words per minute, in grade-level texts.

Words, passages, and texts chosen to increase students' fluent reading may include word cards, familiar poems, or texts. Students who are not increasing their reading fluency at a rate of two words per minute per week need additional practice. Alternate word-level activities (two times per week) with practice reading connected text (three times per week) to provide the practice students need to read words quickly and accurately in isolation and in connected texts.

Two activities that have been shown to be successful in helping students gain fluency are tape-assisted reading and partner reading. Both of these activities may take varied forms, as outlined and described in the **Fluency** lesson plans. Basic steps involved in instructing students in speed, accuracy, and expression are outlined below.

The activities in this section are not presented in sequential order but are representative examples of activities for teaching different skills.

English Language Learners

For English language learners, as with other students, practice in fluent reading of texts is extremely important. Daily exposure to fluent reading, through tape-assisted reading (reading in synchronization with the tape while tracking print) and through listening to passages read aloud while following print, not only familiarizes students with appropriate reading rates, but also allows them to hear models of reading prosody. Hearing the sounds and expressions used in reading English text may alert English language learners to intonation patterns that may differ from those of their home language.

Progress Monitoring

Progress monitoring during **Fluency** has two purposes. The first is to inform instruction on a weekly basis, and the second is to track the students' progress toward a goal (for example, reading grade-level text). The second type of progress monitoring takes place approximately once a month.

To monitor a student's independent reading level, use text that is one level above their current

level. When they reach the appropriate rate, adjust their reading material during fluent reading. To monitor a student's progress toward a set goal, use grade-level or goal-level text during progress monitoring.

For students with difficulties in reading, monitoring their ability to master reading words in isolation, and transferring those words to reading of connected text, is also extremely important. Monitor word-level fluency by placing a checkmark on the back of cards containing words read correctly. After a student has read a particular word correctly in isolation on three separate occasions, s/he is held accountable for reading it whenever it appears in print. Monitor maintenance of specific word reading every two to three weeks. Direct instruction in generalization, and transfer of reading words in isolation to reading words in connected text, during Word Analysis activities, should also take place to reinforce and strengthen this accountability. To monitor a students' independent reading level, use text that is one level above their current level.

How to Teach Fluency: Basic Steps

Objective: The students will gain speed, accuracy, and expression (prosody) in reading

Materials:

- Books at the students' independent reading level (see above to determine independent level)

  or
- Word cards

Lesson: Explain to the students that fluent reading should sound like natural speech. Tell them that, they should read quickly, accurately, and with expression (prosody). Then,

1. Model reading with speed, accuracy, and expression. Give students both an example of what fluent reading sounds like, as well as what it does **not** sound like (or, what it would sound like if someone is **not** reading with appropriate speed and accuracy -- e.g., a nonexample).

2. Ask the students if your reading sounded natural or unnatural.

3. Ask each student to give an example of sentences read with speed, accuracy, and expression. Tell the students that they can use sentences from your reading or choose an example of their own.

4. Evaluate students' understanding of fluency in terms of speed, accuracy, and expression. Reteach any concepts they do not understand.

5. Allow the students to practice fluent reading of books or other reading material, either independently or with a partner. Guide the students to find appropriate materials; if students have difficulty understanding what materials are at their independent level, choose the books for them, telling them that they want to look for materials that they are able to read quickly, accurately (with less than one error every 20 words), and with expression.

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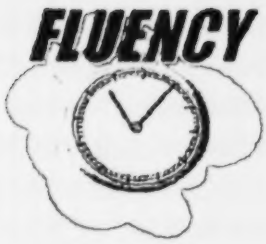

PARTNER READING

OBJECTIVE: The students will model and practice reading aloud quickly, accurately, and expressively with a partner.

MATERIALS:

- Two or three copies of reading material, one copy for each student in the pair or small group
- Timer
- Graph paper and pencils, one per student

LESSON:

Assign students partners. Select material that is at an independent level for the more advanced partner and at an instructional level for the second partner. Give each student a copy of the reading selection. Then,

1. Instruct students to read the book aloud for three minutes each, with the more advanced partner reading first as the other follows along.

2. As the second partner reads the same book, the first student may help the second student decode any unfamiliar words.

3. Have the students reread the same passage for one minute each, with the more advanced partner reading first. The partner who is not reading times the other student and keeps track of the words read incorrectly.

4. Each student graphs on his/her graph paper the number of words read correctly during the one-minute timed reading.

ADAPTATIONS:

If the students are reading at the same level, allow them to form their own pairs, or make yourself the first reader, and have the students chorally "echo" your fluency.

If this activity is used on a day in which the time segment for fluency activities is shorter, adjust the reading times of students accordingly.

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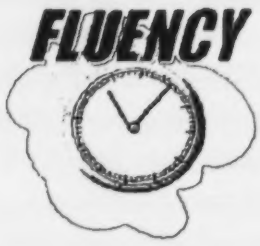
FLUENCY WORD CARDS



OBJECTIVE: The students will read word cards with accuracy.

MATERIALS:

- Word cards with words that contain familiar spelling patterns (or blends, rimes, digraphs, etc.)

LESSON:

Tell the students that they will be reading cards with familiar word patterns. Then,

1. Ask a student to read the first word card. Give the student no more than three seconds to answer.

2. If the student reads the card correctly, place it face-down on the table. If the student cannot read the card, tell him/her what the word is, emphasizing the pattern, and place the unread or misread card in front of the student.

3. Show the following word card to the next student, repeating step 2. Repeat until all word cards have been read or given to students.

4. Have the students who have cards in front of them attempt to read those words again. If they are able to read the card quickly and easily, take it back.

5. If a student misreads any words again, have the student keep the card and ask her/him to practice reading it.

ADAPTATIONS:

To check for comprehension ask students to use each word in a complete sentence.

Instead of using word patterns, use cards with sight words written on them, and have the students use the words in sentences.

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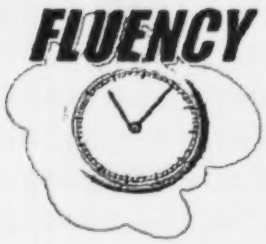

PAGE RACES

OBJECTIVE: The students will read quickly and accurately.

MATERIALS:

- A copy of independent-level reading material for each student
- Timer
- White board and marker, or paper and pencil, for recording reading times

LESSON:

Give each student a copy of the book. Then,

1. Tell the students that they will each be timed while reading a page (or passage) from the book.

2. Time each student as s/he reads a designated page. Record the time. Review any words read inaccurately.

3. Ask the student to read the page two more times in an effort to increase his/her speed and accuracy in reading the text.

4. Record the time after each reading.

ADAPTATIONS:

Have the student read more than one page or passage.

Add one second to the total text reading time for every word read incorrectly, omitted, substituted, or added.

For **English language learners**, review the context of the passage and check comprehension before beginning timed reading.

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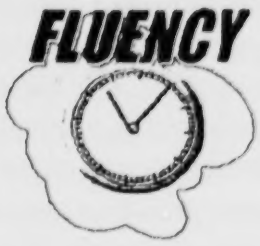
READING AND REREADING: HOW SPEEDY ARE YOU?



OBJECTIVE: The students will conduct daily repeated readings of an independent-level reading selection, graphing their speed.

MATERIALS:

- A copy of a reading selection for each student at his/her independent reading level
- Timer
- Graph paper and pencil or marker, one each per student

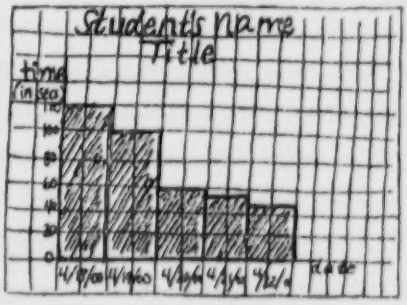
LESSON:

Remind students of the appropriate rate or speed of fluent reading (give examples). Explain that they will be practicing their reading speed by reading the same book or selection each day for a week and graphing their speed results. Then,

1. To keep the length consistent, determine at what point in the book or material each student will begin and end reading each day.

2. Time the student's reading. Graph the length of time it took her/him to read the selection, adding one second per misread word to the total time.

3. Have the student reread the same selection several days. Mark the student's speed on the graph; reading time should decrease.



ADAPTATIONS:

Have the student begin reading from the same point each day, for a prescribed length of time (i.e., one minute), and graph the number of words or sentences the student is able to read correctly in that amount of time (the number should increase).

Have each student evaluate their accuracy and expression in reading by analyzing his/her own recorded reading. At the end of the week, place the student's cassette tape with the most fluent reading of the text in a zipper bag together with the book or reading selection. Make it available to other students, as a model of fluent reading.

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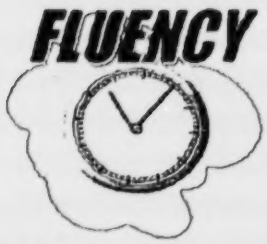

FAST PHRASES

OBJECTIVE: The students will read with speed and accuracy.

MATERIALS:

- Independent-level reading material for each student

LESSON:

Give each student a copy of independent-level reading material. Then,

1. Instruct students that they will be reading phrases from a book as fast as they can.
2. Cover part of a sentence or text with a sticky note.
3. "Flash" the uncovered portion of the phrase or text from the reading material in front of a student.
4. Ask the student to read the text as quickly as possible.

ADAPTATIONS:

A timer may be used for repeated reading of the uncovered text, to encourage students to increase their reading speed.

Write phrases or sentences on sentence strips to "flash" to students.

For **English language learners**, before beginning the activity, review the text by playing a tape recording. Ask the students to track the print while listening to the tape to familiarize them with the content, as well as to provide a model of fluent reading.

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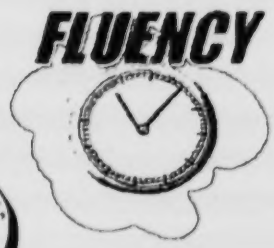
LISTENING TO FLUENCY: RATE AND EXPRESSION



OBJECTIVE: The students will read independently, with speed, accuracy, and expression, as they listen to a recording of text being read fluenty.

MATERIALS:

- A copy of the same book or independent-level reading material for each student
- A cassette tape recording of an individual reading the book or reading material in a fluent and expressive manner
- A cassette tape player
- Earphones, if appropriate

LESSON:

Give each student a copy of the book. If earphones are appropriate, provide these also. Then,

1. Tell students that as they listen to the material being read, they are to track the print and read along with the tape.

2. Play the tape. Make sure students are following the text as it is being read. Encourage them to note the speed and expression of the reader on the tape.

3. At the end of the selection, discuss the rate and expression of the reader on the tape. If appropriate, play the tape again, specifically noting the times when the reader's voice changes pitch or intonation.

4. Read the book again, as a group, *without* the tape, repeating the rate and expression used on the tape.

ADAPTATIONS:

Use a tape recording of a student from another group reading in a fluent manner. To extend this lesson, insert a blank tape and have the students read fluently into the tape recorder, to make their own copy of a "book on tape." Have these tapes available at other times for students to listen to and read along.

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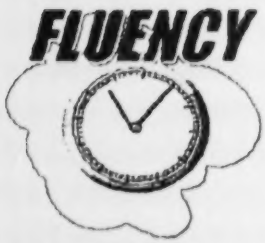

"CLOZE" IT FAST!

OBJECTIVE: The students will read with speed and accuracy.

MATERIALS:

- A copy of independent-level reading material for each student
- A copy of the reading material for teacher use only, with target words or phrases marked

LESSON:

Give each student a copy of the text. Instruct the students that each one will take turns reading aloud from the text, beginning where the reader or the teacher before him/her stops. Establish the order of student turns, as well as whether they should read only the next word, or continue reading to the end of the sentence. Then,

1. Instruct students to follow along and read silently as the text is read aloud.
2. Begin reading. Stop at target words or phrases in the text, allowing the appropriate student to complete the reading of the next word or sentence in the text.
3. When the student has finished, continue to read from the text, stopping at the following target words or phrases and allowing the other students their turns at "clozing" the text.

ADAPTATIONS:

Have students and the teacher take turns reading and choosing the stopping point.

Have students form pairs to read a text together, stopping at words or phrases identified by the students themselves.

For **English language learners**, before the activity play a tape-recording of the text or reread the entire text, while students track the print to review the content of the material.

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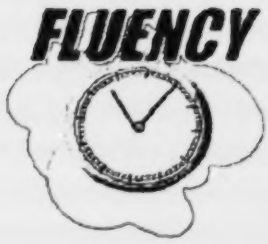
WORD PATTERN ROAD RACE



OBJECTIVE: The students will read words with a particular spelling pattern quickly and accurately.

MATERIALS:

- Two game boards, or a pair of game boards for every two students (See Appendix C)
- A set of game board word cards for each student
- A game piece for each student

LESSON:

This is a two-player game (if more than two students are in the group, divide them into pairs and have a different game board and set of word cards for each pair). To play the game,

1. Have each student put his/her game piece at the bottom of the first (left) column.

2. Explain to each student that s/he should read his/her word cards aloud in order until s/he encounters the card containing the first word in the left column on the game board. After the student reads the word aloud, s/he moves the game piece onto that word on the game board.

3. The game continues, with the student reading the words and moving his/her game piece up the left column, then over and down the right column. The first student to reach the bottom of the second column wins.

The student does not "search" for the next card in the stack; s/he must read and reread all the words in the stack in order until the next word is read, thereby reading through the entire stack of words many times before the end of the game.

ADAPTATIONS:

This game may also be played with high frequency words, sight words, and less phonetically regular words.

For **English language learners**, picture cues next to the words may help the student with new or difficult vocabulary.

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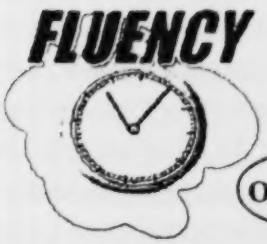

BINGO

OBJECTIVE: The students will read and review word/spelling patterns.

MATERIALS:

- Word cards with words containing known and current word/spelling patterns
- Matrix game board for each student with words written in the squares (number of squares determined by the teacher)
- Plastic chips or other small manipulatives to cover words on the game board

LESSON:

Explain to students that in this game they will be matching dictated words with the corresponding written words on their game boards.

1. Read the word cards with the students, reviewing the word/spelling patterns.
2. Give each student a BINGO game board and chips to cover words.
3. Tell the students that when a word is called they are to look for that word on the game board. Then, read a word out loud from a card. Say the word in a sentence and read the word again.
4. Instruct the students to put a chip over the word if found on their game board. They may call out "BINGO!" when they have covered all words in a row, either horizontally, vertically, or diagonally.
5. In order to "win," the student who calls "BINGO!" must correctly read all the covered words from the game board. If s/he cannot read all the words, then the game continues until another student (or the same student) is able to call "BINGO!" again and reads all the words correctly.

ADAPTATIONS:

Do not show the word card to the students, unless the pattern is relatively new and additional visual reinforcement is necessary or helpful.

If time permits have every student read back the words they have covered on their game boards.

This game can also be designed to include phonetically irregular ("exception") and high frequency words.

For **English language learners**, discuss meanings of words while reviewing them during Step 1. Also be sure to provide students with a sentence containing that word during Step 3 to reinforce word meanings in context.

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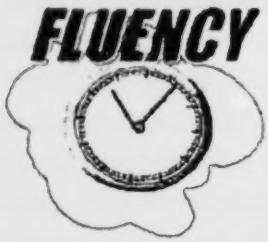
WORD FOLDER



OBJECTIVE: The students will gain automaticity in reading unfamiliar words.

MATERIALS:
For Each Student:

- Manila file folder with the letters of the alphabet written on the inside in rows and columns (Word Folder) and misread words
- A pen or pencil
- A set of index cards (3x5 inches) with words misread during instructional reading
- A zipper bag

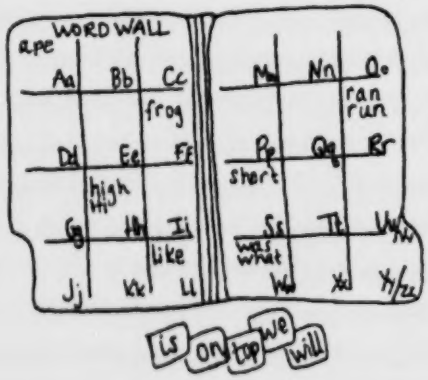
LESSON:

Tell students they will be reviewing previously misread words. Then,

1. Ask students to take their words out of the bag. Each student will read through his/her set of word cards.

4. Place a checkmark on the back of all word cards that the student reads successfully without your help.

3. When a card has five checkmarks, the student places a small stamp or sticker next to the word on his/her word folder. After a word has a stamp placed next to it, hold the student accountable for reading that word correctly whenever it appears again.



ADAPTATIONS:
Keep the word folder accessible to students as they read daily, as a reference or to review from time to time.

Use these words during the timed fluency lessons (see the **Fluency** activity, "On Your Mark, Get Set, Go!").

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ON YOUR MARK, GET SET, GO!

OBJECTIVE: The students will build word recognition speed and accuracy.

MATERIALS:

- One set of word cards per student. Each set should contain 20-25 familiar words
- Timer
- For each student, pencil and piece of paper numbered 1-5.

LESSON:

Assign students to pairs. Clarify any unfamiliar or unknown words before beginning the activity. Then,

1. Have the students exchange card sets. Tell them that they will take turns showing each other the cards one at a time, for a maximum of three seconds each, for a total of one minute (the cards may be read more than once). If a student misreads a word, the other will place the card face-down on the table.
2. The first student sets the timer for one minute, and prompts his/her partner to begin reading.
3. When one minute has passed, the student who was reading counts the number of cards read correctly, and writes that number beside the number 1 on her/his paper.

4. Review any of the words that students read inaccurately.
5. Have the partners switch roles and repeat steps 2, 3, and 4. Continue for a total of five rounds.

ADAPTATIONS:

Decrease the timing for the rounds to 45 or 30 seconds.

Add more word cards, use sight words, or words from the students' Word Folder words (see the **Fluency** activity "Word Folder").

For **English language learners**, clarify the meaning of all unknown words.

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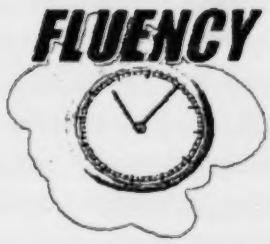
"AND THE ANSWER IS..."



OBJECTIVE: The students will gain speed and accuracy in reading and writing.

MATERIALS:

- For each student, paper and pencil or write-on/wipe-off board, marker, and eraser
- Timer

LESSON:

Each student should have a piece of paper and pencil (or write-on/wipe-off board) in front of them. Then,

1. Tell the students they will be writing a question. The question must be fairly easy to answer and all the words in the question must be spelled as correctly as possible. **Hold students accountable for correctly writing words they have learned.**

2. Give students one minute to write a question. Review the questions for clarity and spelling, then have the students hand their papers to the person on their right.

3. Give the students one minute to read and write an answer to the questions passed to them.

4. The students then pass the sheet with the answer back to the person who wrote the question, who checks it to see if the answer right.

ADAPTATIONS:

After each student has responded, you may want to have the students continue passing the paper to their right, to have all students answer each question. Remind the students to read the question carefully; one person may have answered the question incorrectly by not carefully reading it!

For **English language learners**, ask students to read their question aloud. If necessary, help students rephrase their questions to reflect correct grammar.

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SLAP!

OBJECTIVE: The students will gain speed and accuracy in reading word cards.

MATERIALS:

- For each pair of students, one set of word cards of at least 50 cards. The words may be sight words, pattern words, or a combination of the two; they must, however, be words with which the students are already familiar (independent level)

LESSON:

This activity is similar to the card game "Slap Jack." Have the students sit in pairs and mix the cards in their set. Then,

1. Write or tell the students which word or pattern will be the "slap" card(s).
2. The students hold their stack of cards face-down and when you say, "Go!" each student turns over a card and, as quickly as possible, reads it, then places it face-up in a shared pile.
3. When a student flips and reads a "slap" word card, each student tries to be the first to "slap" the pile of cards with his/her palm. The first student to slap the pile reads the card again, and if she/he reads it correctly, collects the pile of cards.
4. If the student does not read the card correctly, the other student gets a chance to read the card, and if correct, he/she collects the pile. The student then shuffles these cards into his/her stack.
5. Continue playing until one player has all or most of the cards.

ADAPTATIONS:

Make the "slap" word a sight word or word pattern that has proven difficult for the students.

For **English language learners**, clarify the pronunciation and meaning of all unknown words before beginning the game.

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Phonological Awareness

Phonological Awareness refers to a student's awareness of the sounds in words. This awareness includes the ability to identify and make rhymes as well as the ability to identify, blend, segment, and substitute words in sentences, syllables in words, onsets and rimes, and individual sounds in words (phonemes). As you teach phonological awareness, it is important to remember that each of the tasks and skills influences and is influenced by the others. Therefore, the activities in this section are not in sequential order but are representative examples of activities that can be used to teach different skills.

Phonological awareness activities are oral. Although pictures may be used for support, they should be used sparingly, as they take away the focus from attending to sounds. The goal of these activities is to give students many opportunities to identify and manipulate individual phonemes in words.

Teaching phonological awareness to students struggling with reading should be explicit and focused. Teachers must make clear to students such concepts as rhyming, syllabication, and segmentation of words into onset/rimes and/or individual phonemes. Extra time must be given to allow students to adequately process the task and to provide responses. Teachers may also want to limit the focus of each lesson to only one or two skills in order to ensure student understanding and retention of the skill.

English Language Learners

For students learning English as a second language, it is important to keep in mind that the phonological base of the students' first language may be different from that of English; that is, speech sounds in the first language may differ from speech sounds in English. Students may have difficulty hearing slight differences in sounds in English, such as those in short *e* and short *i*, or they may have difficulty producing certain sounds if these same sounds are not present in their first language. It is important that lessons in phonological awareness do not become lessons in which students' speech is corrected continuously; patience and care must be taken when working with students on sounds that may be unfamiliar to them because of language differences. It may be helpful to review letter-sound correspondence in English, as well as to have students both feel and hear the way the differing sounds are made.

Progress Monitoring

During each lesson the students' progress in phonological skills may be monitored by keeping a log (a checklist or progress sheet) of students' ability to rhyme, and blend and segment sounds in words, syllables, and parts of words. This information may be used to tailor the phonological awareness lessons to the individual skill level of the students.

How to Teach Phonological Awareness: Basic Steps

Objective: The students will demonstrate awareness of the discrete sounds and sound combinations in spoken words, and of their sequence within those words.

Materials: None

Lesson: Identify a phonological awareness task for the lesson. The tasks are segmentation, blending, and substitution of words in sentences, syllables, onsets-rimes, and individual phonemes. Then,

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1. Model the task.
2. Ask the students to imitate the task.
3. Ask the students to do the task independently.

Examples:

Rhyming:

The word *bat* ends in the sounds -at. What is another word that rhymes with, or has an ending sound that is the same as *bat*?

Identifying, segmenting, and blending onsets and rimes:

What is the first sound in the word *bike*? If you take it away, what is left? /b/, -ike.

What word would I be saying if you put these two parts together? /s/ -ound. *Sound*! What if I said these two parts? /c/ -ar. *Car*!

Identifying, segmenting, and blending words in a sentence:

How many words are in the sentence, "I like to play?" What are they? Put these words together to make a sentence: *She, is, my, friend.*

Identifying, segmenting, and blending syllables in words:

How many syllables are in the word *hungry*? Let's clap them together—hun-gry. There are two. They are *hun* and *gry*.

What word do these syllables make when they are put together? *vi—ta—min: Vitamin.*

Phoneme segmenting, blending and manipulation:

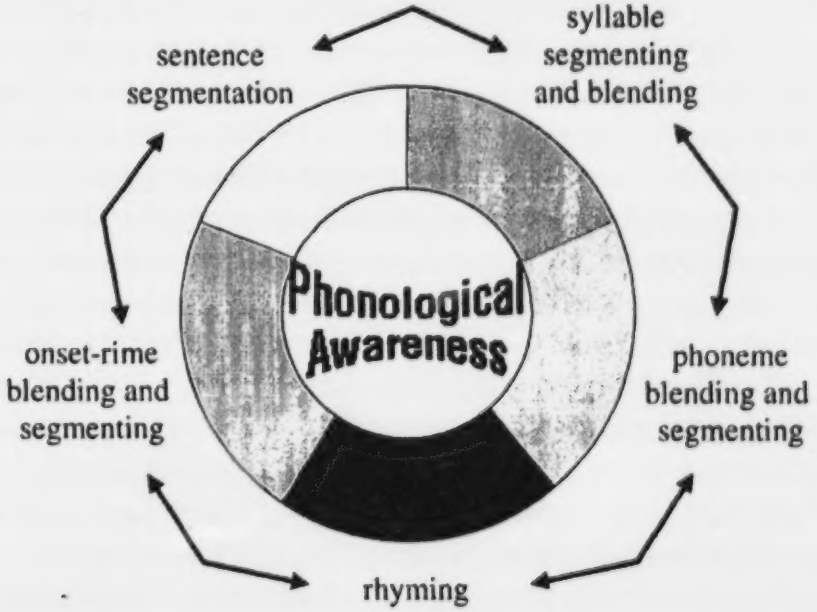
Say each sound in *kite*. /k/ /ī/ /t/.

Say these sounds together /b/ /ī/ /t/. *bite*

Can you say *candy* without the /d/? *can-y.*

Say the word *cake* but have it start with /b/. *bake.*

Say the word *made* but make it end with /k/. *make.*



PHONOLOGICAL AWARENESS

RHYMING TIC-TAC-TOE

OBJECTIVE: Given a word, students will provide additional words that rhyme.

MATERIALS:

- A white board, with tic-tac-toe spaces filled with target words or pictures of target words
- A dry-erase marker and eraser

LESSON:

If the group consists of more than two students, put the students into two teams, one for "X" and one for "O."

1. The first student or team picks the square on the board where they would like to put an "X" or "O."

2. One student from that team reads the word in that square, then tells a word that rhymes (for example, if the student picks the center space that says "ten," s/he would read "ten" out loud, then give a rhyming word for it: e.g., "*men*," "*hen*," "*then*," etc.). The teacher decides if acceptable rhyming words include real words and/or nonsense words.

3. If the word given rhymes with the game board word, then that student or team places an "*X*" or "*O*" in that square. If it does not rhyme, then nothing on the board is changed.

4. The next student or team takes a turn.

5. Continue Steps 2 through 4 until one team gets "tic-tac-toe," or until the board is full.

ADAPTATIONS:

To have students attend to word patterns, rather than rhyming, ask students to provide a word with the same pattern, and conduct this activity during a Word Analysis lesson.

To make the game more challenging, fill the board spaces with words that are relatively new or have a tricky pattern, and have the students read the word correctly, rather than rhyming, to win that space on the board.

ELL

For **English language learners**, place word cards with pictures in the board spaces to reinforce vocabulary.

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RIDDLE RAP

PHONOLOGICAL AWARENESS

OBJECTIVE: The students will blend onsets and rimes orally to create words.

MATERIALS:

- None

LESSON:

Review with students that an "onset" is the first consonant or blend in a word, and the "rime" is the last group of sounds beginning with the vowel. Together, the onset and the rime create a word. Give an example (e.g., in the words *cake* and *bake*, /c/ and /b/ are the onsets, /āk/ is the rime). Explain that when the onset of a word is changed, a new, rhyming word is created. Then,

1. Tell students that they will be given clues to solve a riddle. To solve it, they must change the onset, but not the rime. Give examples to the group, and have them call out the answers together (e.g., "It begins with /b/ and rhymes with *coat*," "It begins with /n/ and rhymes with *rose*," "It begins with /ch/ and rhymes with *rain*").

2. Select one student from the group to answer the riddle.

3. Call out a riddle ("It begins with /m/, and it rhymes with *rice*").

4. Continue the game using different riddles for each student.

ADAPTATIONS:

To make the activity more challenging, have the students create and ask their own riddles with one another.

ELL

For **English language learners**, have picture cards of the answers to assist the students in answering the riddles. Be sure to review the concept of "rhyming" in language, and allow students to offer examples of rhymes in their first language.

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PHONOLOGICAL AWARENESS

RHYMING MEMORY MATCH

OBJECTIVE: The students will identify pairs of picture cards with rhyming names.

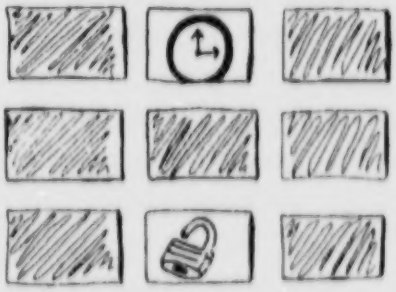
MATERIALS:

- Pairs of picture cards with rhyming names

LESSON:

This lesson is similar to the game Memory™. Review all of the picture cards to ensure that the students can name each picture. Have the students give examples of two pictures that rhyme. Then,

1. Mix the cards and lay them face down in rows and columns.
2. Have the students take turns turning over two picture cards at a time while saying the names.
3. If the names rhyme, then a match is made and the player has another turn. If no match is made, it is the next player's turn.
4. Continue playing until all rhyming words are matched.



ADAPTATIONS:

If the pictures do not rhyme, have the student think of real or nonsense words that rhyme with the pictures.

Rather than rhyming, this lesson may also focus on initial sounds, ending sounds, blends, or even common vowel sounds. The same cards can be used for all of these purposes, but state the goal of the search clearly before the game begins.

ELL

For **English language learners**, clarify the name and meaning of each picture card.

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WHICH ONES SHARE A COMMON SOUND?

OBJECTIVE: The students will identify rhyming words (words with common ending sounds or *rimes*).

MATERIALS:

- Word list for the teacher

LESSON:

Review with the students that rhyming words are words that share the same ending sounds, giving examples and nonexamples. After reviewing rhyming with the group,

1. Ask the students to listen carefully as you say three words (e.g., *cat, sat,* **fan**).
2. Explain that only two of the three words share a common ending sound.
3. Repeat the three words.
4. Have the students identify which two words rhyme, or conversely, which word does not rhyme.
5. Repeat this lesson with other rhyming and nonrhyming words.

ADAPTATIONS:

The lesson can be made more difficult by giving the students more words to choose from (e.g., *rat, cat,* **man, call**). It can also be adapted to have students identify common initial, medial, or vowel sounds (e.g., *m*at, *m*ix, **nut**).

For **English language learners**, provide pictures of the words, when appropriate, to help with identification and understanding of vocabulary.

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RHYMING PICTURE CARDS

OBJECTIVE: The students will identify picture cards with names that rhyme with a given word.

MATERIALS:

- Cards with pictures from the word patterns the students have been studying (e.g., cat, sun, and pig)

LESSON:

Review the names of the picture cards. Remind the students that rhyming words share the same ending sound, and they must listen carefully to the words you will say. Then,

1. Set out 5-10 picture cards.
2. Say a word aloud that rhymes with one of the pictures.
3. Have students identify the card that rhymes with the given word.
4. Repeat until the students have identified rhyming words for each picture card.

ADAPTATIONS:

To challenge the students, say words that do not rhyme with any of the picture cards. After students are sure there are no rhyming cards, ask them to give a word that does rhyme with the given word.

Have a student say a word, with the other students identifying the matching picture card.

This lesson can also be adapted for beginning sounds, blends, or ending sounds. The same cards can be used, but the students will be listening for predetermined sounds and/or their placement in the words.

For **English language learners**, thoroughly review the names of pictures on cards and any meanings that need to be clarified.

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JUMPING SYLLABLES

OBJECTIVE: The students will identify and manipulate syllables.

MATERIALS:

- None

LESSON:

Review with students that words can be separated into syllables, and that each syllable contains a vowel. Give examples by orally separating a few words into syllables. Then, using one of the example words,

1. Direct students to identify the syllables in that word, then move one of the syllables to a different part of the word. (For example, in the word "pencil," the students would move "pen" to the end of the word, making the word "cilpen.")

2. Explain to the students that by making the syllables "jump" to different places in the word, they are making a new, silly word that has no meaning.

3. Give the students another word, have them identify the syllables, and orally move one syllable to another place in the word. Ask them to say the new, silly word.

4. Continue giving students different words and directing them to move a syllable to make new, silly words.

ADAPTATIONS:

Begin with compound words for students who are having difficulty. Two-syllable words will be easier for students who are new to this activity or skill.

Manipulate syllables from multi-syllabic words, providing game chips to represent syllables. The students can move the chips to form new words.

For **English language learners**, be sure to discuss the meaning of a word before manipulating the syllables, and clarify that the new word is a "nonsense" or silly word.

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SYLLABLE COUNTING

OBJECTIVE: The students will indicate the number of syllables they hear in a word. The students will also visualize the movement of syllables in words to create nonsense words.

MATERIALS:

- Plastic counter chips or any other appropriate counters such as pennies, colored discs, or small manipulatives
- A flat surface on which the students can move their counters
- Word list for the teacher

LESSON:

The students each have a set of chips and a flat surface in front of them. Place a set of chips in front of yourself. Review syllables and syllable counting. Then,

1. Say, "I am going to call out a word and I want you to show me how many syllables are in the word by selecting a chip for each syllable. Move the chips up and place them in a line going across from your left to right."

2. Call out the word *today*, pushing two chips to the line to represent the syllables, *to-day*. Have the students move their chips in the same manner.

3. Ask the students to place a finger on the first chip and say "to." Then ask them to place a finger on the second chip and say "day."

4. Instruct the students to move the first chip to the other side of the second chip and call out what silly word they have created, *dayto*.

5. Continue the lesson using different words.

ADAPTATIONS:

Adapt for identifying and manipulating multisyllabic words (e.g., *hopefully*: *hope-ful-ly*), as well as for the identification and manipulation of individual phonemes (e.g., *cat*: /k/, /a/, /t/).

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THE NAME GAME

OBJECTIVE: The students will manipulate sounds, focusing on initial sounds.

MATERIALS:

- None

LESSON:

Review with the students that an *onset* is the first consonant or blend in a word, and the *rime* is the last group of sounds beginning with the vowel. Together, the onset and rime create a word. When two words have the same rime, then they rhyme. Give an example using one student's name (Joe, toe: /J/ and /t/ are the onsets, /ō/ is the rime). Then,

1. Pick one student's name to manipulate (make sure to have his/her permission).

2. Discuss which parts of the name are the onset and the rime. Tell students that they will be changing the onset, but not the rime part of the student's name. Brainstorm real and nonsense words that rhyme with that student's name.

3. Use the chosen name (Larry) in the following song:

   "Let's do **Larry**!
   Larry, Larry, bo Barry,
   Banana, fanna fo Farry,
   Fe, fi, mo Marry, **Larry**!"

ADAPTATIONS:

Think of more names (classmates, teachers, friends) or words (this game works well with ending blends, digraphs, and diphthongs) to manipulate to create new verses to the song.

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PHONOLOGICAL AWARENESS

"RIMING" RACE

OBJECTIVE: Students will orally create words with specific ending rimes.

MATERIALS:

- One white board or piece of paper for keeping score
- A marker or pen

LESSON:

Review/explain that many words have two parts: an onset and a rime. The onset consists of the initial consonant, digraph or blend of the word. The rime includes the vowel and all the letters that follow. A new word can be formed by changing the onset. Give an example to the students. Then, conduct the following activity:

1. Divide the group into two teams.
2. Tell the students they will create words by adding beginning sounds to a rime (e.g., "*bug*" is formed by adding the sound /b/ to /ug/). Decide if both nonsense words and real words will be accepted.
3. Select one student from each team.
4. Call out a rime (e.g., /āk/).
5. The first student to call out a word with that ending rime (e.g., "*bake*") wins his/her team a point. After saying the entire word, the student must also identify the beginning sound, isolated from the rime ("The [first] initial sound was /b/"). If the student answers correctly, his/her team gains one point.
6. Continue the game using the same or different rimes.

ADAPTATIONS:

If this activity seems too hard for the students, provide the onset and have them blend the onset-rime to create a real word.

To make the game more challenging, ask students to spell the called word, and give a point to the team only if the word is spelled correctly. This activity should then be used during the Word Analysis/Spelling portion of the lesson.

ELL

For **English language learners**, the teacher may choose to allow the students to create nonsense words as well as real words. However, in doing so, it is important to discuss the meaning of the given word, as well as whether it is "real" or "nonsense." (For example, if the student says, "bake," the teacher may respond, "That's a real word! It is a word we use to describe a kind of cooking." If the student creates a nonsense word, for example, "dake," the teacher may respond, "What a great nonsense word!")

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M & M PHONEMES

OBJECTIVE: The students will identify and manipulate phonemes.

MATERIALS:

- M & M candies

LESSON:

Review with students that words can be segmented into individual phonemes, or sounds. Give an example by segmenting a word. Then,

1. Give each student a small pile of M & M's (five to ten, depending on the number of phonemes in the target words).

2. As a word is said, have students use their M & M's to represent and "mark" phonemes in the word, moving one M & M away from the pile and into a line for each sound identified.

3. Once students are able to segment individual phonemes in a word, instruct them to manipulate phonemes in words, moving them to other positions in the word. Use the M & M's to help students track the phoneme move.

4. After manipulating the position of the phoneme, ask students to say the new word aloud. Listen to how silly the word sounds!

ADAPTATIONS:

Have students use M & M's to manipulate syllables.

In place of M & M's, use small, blank pieces of construction paper, or other manipulatives, to represent and manipulate phonemes.

For **English language learners**, discuss the meaning of the word that is being segmented, and clearly enunciate the word when initially providing it to students. Be sure to review differing sounds between the students' first language and English, and/or discuss the formation of such sounds in the mouth and throat.

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DO THE PHONEME SHUFFLE!

OBJECTIVE: The students will orally manipulate phonemes.

MATERIALS:

- None

LESSON:

Review with students that words are made up of individual sounds or phonemes. Tell students that they will be playing a game by listening for ways to orally change a word by deleting and adding individual phonemes to different parts of a word. They will begin the game with one word and finish with a different word.

1. Tell students to listen carefully to the clues.
2. Call out a word (e.g., *rake*).
3. Ask the students to take away one sound (e.g., the /k/ sound) and add another (e.g., an /l/ sound) to another part of the word (in this example, to the end, creating *rail*).
4. After saying the new word together, *rail*, have the students remove and add another sound (e.g., change the /r/ to a /p/, making the new word *pail*).
5. Continue the game until the students have changed sounds in all positions in the word (beginning, medial, final).

ADAPTATIONS:

The game can be made easier by focusing on changing beginning, middle, or ending sounds only.

Provide game chips to represent sounds. The students can use the chips to visually move the sounds to form their new words (see "M & M Phonemes" for more specific instructions and clarification).

For **English language learners**, review sounds in English before the game, giving students opportunities to hear and feel the way different sounds are made.

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PHONEME CHANT

OBJECTIVE: The students will blend onsets and rimes orally.

MATERIALS:

- Word list for the teacher

LESSON:

Review that *onsets* are the initial consonant or consonant blend of a word, and that *rimes* are the word pattern that follows the onset. After reviewing, say the following chant, substituting appropriate phonemes/onsets/rimes:

"It begins with /?/,
And it ends with /?/.
Put them together,
And they say_____!"

(e.g., "It begins with /**p**/, and it ends with /**in**/. Put them together, and they say **pin**!")

ADAPTATIONS:

The same chant can be used for nonsense words.

For **English language learners**, be sure to check their understanding of the blended words. Before beginning the chant alert students if they will be creating nonsense words or real words.

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MOTHER, MAY I?

OBJECTIVE: The students will practice phonemic segmentation of words.

MATERIALS:

- Word list for the teacher

LESSON:

Review phonemic segmentation: that words are made up of individual sounds. Tell the students that they will be playing the game "Mother, May I?," by segmenting the sounds they hear in words. Then,

1. Stand at the "finishline" and have the students stand in a line facing you. The first student asks, "Mother, may I?"
2. Respond, "Yes, you may if you can tell me all the sounds you hear in ___."
3. The student responds by slowing telling the others each sound s/he hears in the given word, as the other students count the number of sounds they hear being said.
4. For every correct sound given, the student takes a step toward the teacher.
5. Begin the process again with the next student, continue playing until one of the students reaches the finish line.

ADAPTATIONS:

To make the game more or less challenging, have the students segment syllables in words or manipulate the sounds or syllables to advance toward the finishline.

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SMILEY FACED PHONEMES

OBJECTIVE: The students will identify and isolate target phonemes.

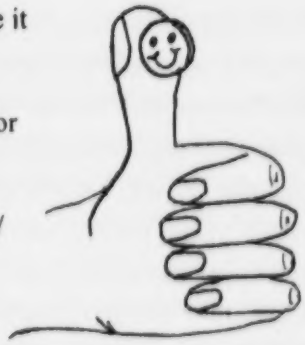
MATERIALS:

- Smiley face stickers
- Word list for the teacher

LESSON:

Review phoneme segmentation: i.e., "Can you tell me all the sounds you hear in *cat*? /c/ /a/ /t/." Then have the students isolate specific phonemes in words by identifying the initial, medial, or ending sounds of a few example words. Then,

1. Give a smiley face sticker to each student, telling him/her to place it on his/her thumb.
2. Select a target phoneme sound: "The sound we will be listening for is /s/."
3. Tell the students to give a thumbs-up signal when they hear the /s/ at the beginning of the word (initial phoneme).
4. Read the words from a word list or say random words aloud, having the students give a thumbs-up signal if the word contains the sound at the target placement.



ADAPTATIONS:

Adapt for any phoneme sound and any target phoneme placement (initial, medial, or final) that the students are studying.

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PHONOLOGICAL AWARENESS

DISCRIMINATING PHONEMES

OBJECTIVE: The students will identify the position of the one phoneme that differs in pairs of words.

MATERIALS:

- List of word pairs with a single discriminating phoneme in each pair

LESSON:

Practice isolating phonemes in words. Tell the students they will hear two words that have only one sound that is different. Their job is to identify the sound that is different: the beginning, middle, or ending sound. Then,

1. Remind students that they must be very good listeners for this lesson.
2. Call out two words that differ in one phoneme only, such as *cat/fat, map/mop, rap/rat.*
3. Have the students identify the position, "beginning, middle or end," in which the discriminating phoneme is found.
4. Have students say the sound that is different.
5. Continue calling out word pairs.

ADAPTATIONS:

ELL

For **English language learners**, be sure to clarify the meanings of all unknown words. Provide pictures when appropriate.

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WHAT'S THE DIFFERENCE?

OBJECTIVE: The students will differentiate between two short vowel sounds.

MATERIALS:

- Word lists with short *e* and short *i* words (write these words in lists of three, with two having the same short vowel sound, and the other word having the different vowel sound)
- Two cards, one with *e* written on it and the other with *i*

LESSON:

1. Show the students the cards and review each short vowel sound.

2. Give examples of words with these sounds in them, in both initial ("elephant," "egg") and medial ("men," "set") positions, and have students feel the position of their mouth and lips as they make these sounds.

3. Call out words in threes; use two that have the same short vowel sound and one that has a different vowel sound. The students must determine which word has the different vowel sound.

ADAPTATIONS:

Begin the game using only words with the short vowel sounds in the initial position, and then move to words with short vowel sounds in the middle.

Have the students practice by saying a word with one vowel sound, then changing the vowel sound in the word; for example, have them say or read *pet*, practicing the feel and sound of short *e*, then change the medial vowel to *i*, and have them say or read *pit* to feel and hear the differences.

For **English language learners**, have picture cards of the words to assist the students in learning vocabulary.

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Instructional Reading

Instructional reading involves activities that take place before, during, and after reading a text that is at the student's instructional level. Instructional-level text is text in which the student can read most of the words (about 90% correct). Instructional-level text is material that the students will need help reading.

This section of the manual provides an example of a basic instructional reading lesson. In addition, it contains activities that focus on the three phases of the instructional reading process, as well as specific decoding strategies.

For students with difficulties in reading, instructional reading lessons that explicitly teach generalization of word patterns and decoding strategies learned during Word Analysis are essential. Decodable books may be used to reinforce and transfer the reading of words with particular patterns from isolated cards to connected text. However, it is vital that these students be given many opportunities to read from "trade books" to generalize their word-reading knowledge.

Pre-reading activities assist students' comprehension as well as their ability to identify unknown words. Engage the students in pre-reading activities before they read a new book or text. These activities can include introducing and previewing vocabulary, taking a "book walk" through the pictures, discussing the text's main topic or sequence of events, and activating students' background knowledge. This step is important for all students, but critical for those with reading difficulties and English language learners, as it sets the context for reading.

As students read, provide them with support in decoding and monitor their comprehension. If the goal is for students to gain familiarity with a particular word pattern, then decodable books that focus on a pattern may be the best choice for instructional-level reading. However, if the goal is to have students use their knowledge of word analysis strategies, then choosing instructional-level trade books may be more appropriate. You may also want to keep a word bank of frequently missed words, and have the students review the words. Once students have learned a particular decoding strategy or pattern, it is important to hold them accountable for reading the pattern whenever it appears. Remember that the texts chosen for use during instructional reading should be ones that the student is able to read with at least 90% accuracy.

The teaching and monitoring of comprehension is an important component of instructional reading. To ensure students are able to understand and analyze the text while they read and participate in a discussion of the content with you or the class after the text is read, you must both teach and assess students' reading comprehension. An effective way of teaching students to use comprehension strategies, such as predicting, self-questioning, and summarizing, is to model the use of the strategies. In addition you must monitor students' use of strategies and assess their comprehension of text with questioning and discussion before, during, and after the text is read. To allow time for discussion, identify appropriate break points in longer texts and read them over several days. Finally, students benefit from rereading books therefore they need opportunities for independent practice. Teaching comprehension strategies through modeling, discussion, and checking for understanding is an integral part of instructional reading and should be part of every lesson.

English Language Learners

To ensure comprehension, students learning English must be able to understand what they have read and to answer questions about the context of their reading. You must take into consideration various factors when you are reading instructional texts with English language learners.

First, although students may be able to decode unfamiliar words, they may not know the meaning of the words. Preview vocabulary and discuss its meaning. By previewing the vocabulary, you both alert students to the meaning and contextual use of the words, and model for students the pronunciation of the new words.

Second, refrain from asking English language learners to read a text aloud without discussing and previewing the material beforehand (except in the case of progress monitoring: see below). The more a student knows about the context of the material, and new vocabulary words, the more successful she/he will be at

reading new texts. One way to assist students in the first reading of a new text is to read a short portion of the text at a time, with the students "echoing" the reading of the passage after you have finish reading.

Third, you must monitor students' comprehension as they read instructional level texts. Monitoring comprehension includes not only activating background knowledge prior to reading but also includes active listening and questioning of students at various points. In addition, comprehension checks after reading ensure that the students understand the meaning of words and the context of the material. Active listening allows you to probe the students' answers. Students from diverse backgrounds may focus on aspects of the story that differ from those you may be assessing. By pursuing students' answers, you will gain a more thorough understanding of the students' thought processes and comprehension of the text.

Progress Monitoring

Student progress can be monitored periodically through the use of informal reading inventories or the careful monitoring of progress in reading leveled books (to gain an accurate assessment of their reading level, texts used for monitoring purposes should be unfamiliar to the student). You may want to use leveled books initially with the students, both to identify the students' instructional reading level and their independent reading level.

How to Teach Instructional Reading: Basic Steps

Objective: The students will decode unfamiliar words and demonstrate comprehension as they read instructional-level reading material.

Materials:

- Reading material at the students' instructional reading level

Lesson: Preview the book and note any words with which the students may have difficulty. Decide what strategies may work best in decoding these unfamiliar words. Then,

1. Introduce the book to the students, reading the title and giving a brief description of the book's content or focus.
2. Ask students whether they have had experiences that are related to the content or focus of the book. Or, ask them to predict what will happen in the story.
3. Introduce any new/unfamiliar vocabulary. Be sure to stress the meaning of the vocabulary words, as well as the contexts in which they are used.
4. Introduce/review the decoding strategy/strategies that the students can use if they come to a word that is unfamiliar to them.
5. Begin reading. When students encounter an unfamiliar word, have them apply decoding strategies to figure out the word.
6. Once the student has decoded and read the word, ask them to read the sentence again.
8. As a student reads, stop at various points to discuss the events of the story or the main points of the book.
9. To develop students' comprehension and ability to make meaning from the text read, discuss what happened in the story or the passage and the students' reaction to it.

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THE *Ws* OF STORY COMPREHENSION

OBJECTIVE: The students will have a thorough understanding of the text that they have read.

MATERIALS:

- Reading material at the students' instructional reading level

LESSON:

Have the students read through the story. Discuss the students' reaction to the story. Did they enjoy it? Then ask,

1. **Who** were the characters in the story?
2. **When** did the story happen?
3. **Where** did the story take place?
4. **What** problem occurred in the story?
5. **Why** did the problem occur?
6. **What** was the resolution of the problem/how did problem get solved?
7. **What** would you do in a similar situation?

ADAPTATIONS:

If the reading passages are simple texts without problems and resolutions, omit questions **4-7** and ask, "**What** happened in the story?"

If the passage is expository text, ask questions about the main idea and supporting details.

The students can create their own version of the story by using the same **whats** but different **whos**, **wheres**, and **whens**.

For **English language learners**, be sure to preview any unfamiliar vocabulary. To reinforce comprehension, stop at intervals throughout the selection to review what has happened up to that point.

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COMPREH.ENSION: STORY MAPPING

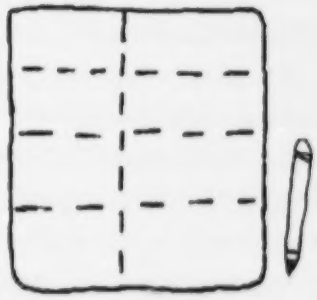
OBJECTIVE: The students will identify key parts of the text's content.

MATERIALS:

- Reading material at the students' instructional reading level
- One piece of paper for each student
- Markers

LESSON:

This activity begins after students have already read through a story or passage at their instructional level. Then,



1. Discuss what happened in the story or the reading passage and the students' reaction to it. Discuss the setting, names of the characters, the story problem, and the story solution.
2. After reading the entire book/passage, give each student a piece of paper.
3. Have the students fold the paper in half lengthwise, then twice widthwise, to make eight symmetrical rectangles.
4. In the first rectangle, have the students write the title and author of the story.
5. In the following rectangles, have the students write/draw the characters, setting, plot, and solution. A story element may take more than one rectangle. Continue work for more than one day, if necessary.

ADAPTATIONS:

To emphasize particular story elements, highlight one element per day, having the students write/draw the characters one day, the plot another, story problem on another day, etc.

Have students create their own versions of the stories by creating and publishing larger books.

Compare these story maps with story maps from similar stories (e.g., if the story is a folktale, compare it to other folktales), or stories by the same author, to compare and contrast story elements.

For **English language learners**, review any unfamiliar vocabulary. Stop at various intervals throughout the activity to review story elements and to reinforce comprehension.

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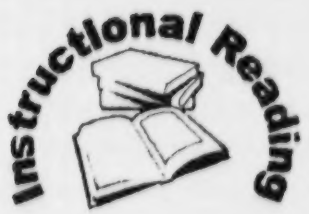

DECODING: CONSONANT BLENDING AND DIGRAPHS

OBJECTIVE: The students will decode unfamiliar words that contain consonant blends and digraphs by blending them with the remaining sounds/parts of the words.

MATERIALS:

- Reading material at the students' instructional reading level
- For examples of blends and digraphs, see Appendix D

LESSON:

Preview the book, finding words with blends and/or digraphs that may be unfamiliar to the students. Then,

1. Conduct a comprehension/vocabulary preview (see the steps 1-3 of the sample lesson).
2. Instruct the students that one way to read words that contain two consonants side by side (blends) or words with two consonants that make one sound (digraphs such as /th/), is to say the sounds of the two consonants or the digraph and blend the sounds with the sounds of the other parts of the word (i.e., say them quickly, one right after the other).
3. Instruct the students to look carefully at any unfamiliar word to identify word or vowel patterns before they say the sounds of the letters/patterns. For example, to decode *street* through blending, students should blend the /s/ and /t/. Then the student can say all the sounds, /st/, /r/, /ee/, /t/, blend them, and state the word, *street*.
4. Practice a few words in isolation.
5. Ask the students to begin reading. Tell them that as they come to unfamiliar words, they should try blending the sounds together to read the word.
6. Tell students who misread a word to return to the beginning of the sentence containing the misread word and read the entire sentence again correctly.
7. Encourage comprehension by asking students questions about the content of the story.

ADAPTATIONS:

Because of the patterned nature of the English language, blending works best with parts of the word (beginning consonants and ending consonants, for example). **It will be very difficult for students to be successful in decoding if they use blending as their only strategy.** Rather, blending is much more successful when it is coupled with other decoding strategies to read entire words.

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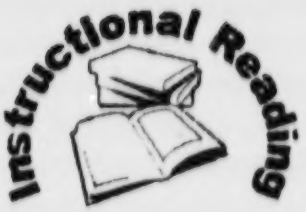
DECODING: WORD PATTERNS



OBJECTIVE: The students will decode print by using their knowledge of rimes and word patterns.

MATERIALS:

- Word-pattern book (a book that stresses a particular word pattern) at the students' instructional reading level, one for each student
- For examples of consonant and vowel word patterns, see Appendix D
- Removeable highlighter tape

LESSON:

Preview the book, finding words that contain the pattern the students are studying. Then,

1. Conduct a comprehension/vocabulary preview (see steps 1-3 of the sample lesson).
2. Discuss with students the prominent word pattern in the book, and the way the pattern is pronounced.
3. Practice a few words in isolation.
4. If a student misreads a word during reading, place a finger over the onset of the word and encourage the student to blend the sounds of the letters in the rime. Then uncover the onset, and instruct the student to blend the initial sound with the ending word pattern she/he just read.
5. Have the student return to the beginning of the sentence containing the misread word and read the entire sentence again correctly.
6. After reading, encourage comprehension by asking students questions about the content of the story.

ADAPTATIONS:

This lesson may also be used for initial sound patterns, and blends and digraphs. The main objective is for students to use their knowledge of various word patterns to decode unfamiliar words.

If the students are having a diffucult time isolating the word pattern, use removable highlighter tape to cover the part of the words that contain the pattern(s) the students are studying, so that their attention will be drawn to that part of the word. *Cover the words before the students begin reading.*

To ensure that **English language learners** comprehend what they read, discuss the content of the book and students' background experiences with the topic and preview vocabulary. To further reinforce comprehension stop at various intervals throughout the selection to review what has happened to that point.

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DECODING: CHUNKING

OBJECTIVE: The students will use their knowledge of word parts within larger words to decode unfamiliar text.

MATERIALS:

- Reading material at the students' instructional reading level

LESSON:

Preview the text, identifying words that may prove challenging for the students. Identify parts of the words already familiar to students, to serve as a prompt if the students have difficulty with the whole word (e.g., the little word *and* is in the larger word *stand*). Then,

1. Conduct a comprehension/vocabulary preview (see the first three steps of the sample lesson).

2. Inform the students that if they find an unfamiliar word as they read, they should first look for the parts of the word they are able to read: smaller words within the larger word, or prefixes or suffixes. Then they can blend the part of the word that they are able to read with the rest of the word.

3. Practice a few words in isolation.

4. When the students come to an unfamiliar word, remind them to look for familiar parts.

5. Tell students who misread a word to return to the beginning of the sentence containing the misread word and read the entire sentence again correctly.

6. To encourage comprehension, discuss what happened in the story or the reading passage and the students' reaction to it.

ADAPTATIONS:

For teaching compound words, have the students look for the two smaller words that make up a larger word.

As students are reading, record any unfamiliar words for additional practice at a later date.

For **English language learners**, be sure to preview any unfamiliar vocabulary. To reinforce comprehension, stop at intervals throughout the text to review what has happened up to that point.

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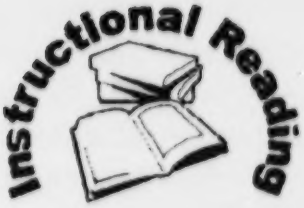
DECODING: ANALOGY



OBJECTIVE: The students will decode unfamiliar words by drawing analogies (identifying and relating the information) to other words with similar patterns or parts.

MATERIALS:

- Reading material at the students' instructional reading level

LESSON:

Preview the book and note any words that may be new or difficult for the students. For unfamiliar words that have a common pattern, keep in mind familiar words with the same pattern.

1. Conduct a comprehension/vocabulary preview (see steps 1-3 of the sample lesson).

2. Have the students begin reading. Tell them that if they come to any words they do not know, they are to look for familiar patterns in the word and think of other words that contain that pattern (e.g., if the students are having trouble with the word *street*, have them think of other words they know that have *ee*, such as *bee* or *meet*).

3. Isolate the rime or vowel pattern. Have students say the sound(s) it makes, and blend the other sounds in the word with the rime or vowel pattern.

4. Have students continue reading. When they encounter other unfamiliar words, have them think of other words they know with the same ending or vowel pattern, and apply that knowledge to the unfamiliar word.

5. To encourage comprehension, discuss what happened in the story or the reading passage and the students' reaction to it.

ADAPTATIONS:

If the students have trouble with a particular pattern in a book, review the pattern during a Word Analysis lesson before rereading the book.

As the students read, make a list of any unfamiliar words and review them later during a Word Analysis lesson.

For **English language learners**, introduce any new vocabulary in the book that may be unfamiliar. To reinforce comprehension, stop at intervals throughout the selection to review what has happened up to that point.

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DECODING: SIGHT WORDS

OBJECTIVE: The students will read irregular, high-frequency words.

MATERIALS:

- Reading material at the students' instructional reading level
- List of high-frequency words (See Appendix D)

LESSON:

Teach students that "sight" words are words that occur frequently, and often do not follow typical decoding patterns. Tell them they must learn to read these words by "sight" or by memory. Then,

1. Do a comprehension/vocabulary preview (see steps 1-3 of the sample lesson).
2. Practice some sight words from the story in isolation.
3. When students come to unknown words that do not follow the typical decoding rules as they read the text, ask them to identify the parts of the word they know, and tell them how to pronounce the remaining parts of the word.
4. Ask students to read the word again, and then reread the sentence containing the word.
5. Continue reading, reviewing any difficult sight words.
6. After reading the entire book or reading passage, discuss what happened in the story and the students' reaction to it.

ADAPTATIONS:

If the students are having difficulty with particular sight words, write them on cards to review during a Word Analysis lesson.

For **English language learners**, be sure to preview any unfamiliar vocabulary and word meanings. To reinforce comprehension, stop at intervals throughout the selection to review what has happened up to that point in the story.

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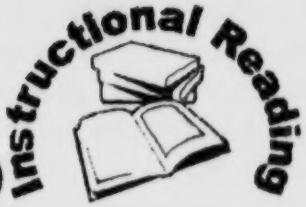
DECODING: VOWEL DIPTHONGS



OBJECTIVE: The students will decode words with vowel diphthongs.

MATERIALS:

- Reading material at the students' instructional reading level containing words with vowel diphthongs.

LESSON:

A vowel diphthong contains two sounds that are blended together (glided vowels). Examples include *oi* (boil), *oo* (soon), *aw* (saw), and *ow* (cow). These should be presented separately. Be sure to preview and highlight any words with vowel diphthongs before the students begin to read the book. Then,

1. Do a comprehension/vocabulary preview (see steps 1-3 of the sample lesson).
2. Practice reading the words in isolation.
3. Remind students that the vowel pattern can help them decode unknown words.
4. Have the students begin reading the selected materials. If they come to a word with a vowel diphthong they are unable to read remind students of the sounds this pattern makes. Have the student blend these sounds with others to decode the word.
5. Have the students reread the sentence containing the misread word from the beginning.
6. After reading the entire book or reading passage, discuss what happened in the story and the students' reaction to it.

ADAPTATIONS:

If the students are having difficulty with particular words containing vowel diphthongs, write them on 3x5 cards to review during a **Word Analysis** lesson or for their "Word Folder" (see the **Fluency** section) or include them in their sight word Road Race game card (see **Fluency**).

For **English language learners**, be sure to preview any unfamiliar vocabulary and word meanings. Vowel diphthongs may be difficult for some **English language learners**, if these sounds are not present in their first language, or are represented by other letters in their first language. Be sure to have the students practice matching the sounds with the letters during **Word Analysis/Spelling** lessons, and to feel how these sounds are made in their mouth and throat.

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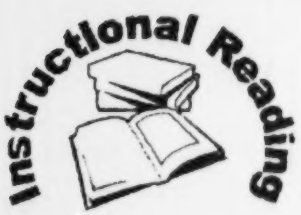

DECODING: LONG VOWELS AND VOWEL DIGRAPHS

OBJECTIVE: The students will decode words with long vowel patterns.

MATERIALS:

- Reading material at the students' instructional reading level that contain words with the silent *e* or *a* vowel digraph pattern
- For examples of long vowel patterns, see Appendix D

LESSON:

Long vowels and vowel digraphs are found in words in which the vowel makes a "long" sound (or in which the vowel "says its name"): examples include silent *e* words as well as words that have two vowels together (often taught to children by the rule: "When two vowels go walking, the first one does the talking"). Introduce long vowel patterns separately. Then,

1. Conduct a comprehension/vocabulary preview (see steps 1-3 of the sample lesson).
2. Tell students that in this book, there will be many words that follow the "silent *e*" pattern or the long vowel pattern in which the first vowel "says its name" and the other is silent.
3. Practice reading some words in isolation.
4. Ask the students to begin reading the selected material. When they come to a word that has a long vowel pattern, remind them of the corresponding long vowel rule, and have the student decode the long vowel sound, blending it with the other letters/ sounds in the word.
5. After a student decodes a word, have him/her go back to the beginning of the sentence and read the entire sentence again.
6. After reading the book or passage encourage comprehension by discussing what happened in the story and the students' reaction to it.

ADAPTATIONS:

If the students are having difficulty with particular long vowel pattern words, write the words on 3x5 cards to review during a **Word Analysis/Spelling** lesson or for their "Word Folder" (see the **Fluency** section).

For **English language learners**, be sure to preview any unfamiliar vocabulary and word meanings. The long sounds of the vowels may be difficult for some students, if these sounds are not present in their first language, or are represented by other letter symbols in their first language. Be sure to have the students practice matching the sound with the letter during **Word Analysis/Spelling** lessons and have them feel how these sounds are made in their mouth and throat.

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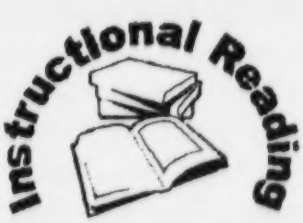
DECODING: *r*-CONTROLLED VOWELS



OBJECTIVE: The students will decode words that contain *r*-controlled vowels (*-or, -ar, -er, -ir, -ur*).

MATERIALS:

- Reading material at the students' instructional reading level that contain words with *r*-controlled vowels

LESSON:

An *r*-controlled vowel is a pattern found in words that contain an *r* after a vowel. The vowels in these words are pronounced differently because the sound of the vowel is changed in anticipation of the /r/ sound. Examples include *car, fur, fir, far, her*, and *mark*. Present words with *r*-controlled vowels in isolation. Then,

1. Conduct a comprehension/vocabulary preview (see steps 1-3 of the sample lesson).
2. Have students begin reading the selected material. If they have difficulty with any words containing an *r*-controlled vowel, remind them that the *r* changes the sound of the vowel, and have them attempt to decode the word again, paying attention to the way the vowel changes sound as they pronounce the /r/ sound.
3. After a student has decoded a word, have her/him go back to the beginning of the sentence containing that word and read it again.
4. After reading the entire book or passage, encourage comprehension by discussing what happened in the story and the students' reaction to it.

ADAPTATIONS:

If the students are having difficulty with particular *r*-controlled vowel words or patterns, write the words on 3x5 cards to review during a **Word Analysis/Spelling** lesson, or for their "Word Folder" (see the **Fluency** section).

For **English language learners**, preview any unfamiliar vocabulary and word meanings before beginning to read. *R*-controlled vowels may be difficult for some students, if these sounds are not present in their first language, or are represented by other letter symbols in their first language.

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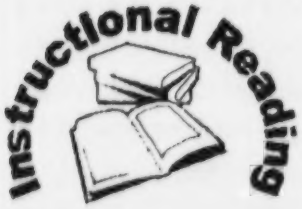
DECODING: SHORT VOWELS



OBJECTIVE: The students will decode words with short vowel patterns.

MATERIALS:

- Reading material at the students' instructional reading level, containing words with short vowel patterns

LESSON:

"Short" vowel sounds are the sounds a vowel makes when it does not say its name. The "short" sound for all of the vowels are as follows: /ă/ as in "cat;" /ĕ/ as in "bet;" /ĭ/ as in "bit;" /ŏ/ as in "hot;" and /ŭ/ as in "bug." These sounds should be introduced and reviewed with students in a Word Analysis lesson before they begin to read the passage or book. Preview any short vowel words or patterns that may appear in the book. Then,

1. Do a comprehension/vocabulary preview (see the first three steps of the sample lesson).
2. As students begin to read, assist them with any unfamiliar short vowel words, either by reminding them of the sound of the vowel or by reminding them of the short vowel pattern.
3. After decoding a word, remind students to go back to the beginning of the sentence and read the entire sentence again.
4. Have the students continue reading and decoding any unfamiliar words.
5. After the students read the entire passage or book, discuss what happened in the story, and the students' reaction to it.

ADAPTATIONS:

If the students are having difficulty with particular short vowel words or patterns, write them on word cards to review during a Word Analysis lesson.

For **English language learners**, be sure to preview any unfamiliar vocabulary and word meanings. The short sounds of vowels may be more difficult for these students; for example, as the differences between, the short sounds of *e* and *i* are very slight, and may not be present in their first language. Be sure to give students examples of words with these sounds, and show them how to position their mouth and tongue as they say these sounds (See "Short E and I: What's the Difference?" under **Phonological Awareness** for a great idea for teaching these phonemes!).

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Word Analysis/Spelling

Within the **Word Analysis/Spelling** element, teachers provide students with very explicit instruction in the use of word analysis strategies in both reading and writing. The main instructional objectives in word analysis are to have students learn the rules that govern spelling, and to apply their knowledge of the alphabetic principle in order to read words. Students' reading and spelling levels will guide the sequence of instruction. However, all lessons will include the introduction or review of new patterns, explanations of differences and similarities between patterns, and provision of "exceptions to the rule," all presented in very explicit and systematic ways. For students with persistent reading difficulties, only one or two new patterns should be introduced at any one time, with many opportunities for practice in a variety of activities and texts, over many days. This practice and reinforcement over time supports the retention and transfer of word patterns or decoding strategies. Especially important for these students is the explicit teaching of word analysis and decoding strategy generalization, from reading words in isolation to those in connected text, first in decodable books, then in trade books. The extra time allotted for this element provides struggling readers with increased opportunities to practice and generalize their learning. This explicit teaching of generalization may take place during this element, during instructional reading, or during both.

Although many references provide a sequence for teaching word patterns *(*see Appendix E*)*, this section of the manual does not present activities sequentially. Rather you can use the activities to present and review a number of word patterns and strategies. However, be sure that students have learned the sounds of the letters within the pattern prior to teaching it.

In addition, many of the activities can be used in conjunction with **Phonological Awareness** or **Instructional Reading** activities. For example, the skills students use during word analysis to blend letter sounds to read words, or to segment words are similar to the skills they use during phonological awareness. Other activities in this section, such as word sorts (for beginning blends, rimes, or medial vowel sounds) can be conducted with words taken from the text used for instructional reading. As you teach students to decode a particular type of word or to use a particular strategy, it is a good idea to use decodable books to practice reading words with that pattern (see Appendix F). However, the strategies can be used when words are encountered in any book.

English Language Learners

For students learning to read in English, you can facilitate the process of decoding and analyzing texts by clarifying and reviewing the meanings of new words as you introduce them. In doing so, you give students opportunities to associate words with their meanings and contexts, which facilitates their learning of vocabulary, decoding, and analyzing of texts. It is also important to teach explicitly the use and meaning of context-specific vocabulary (e.g., homophones or words with multiple meanings).

When the students are examining words and reading phonetically, it is important for you to introduce and/or stress letters that may have different pronunciations or sounds in English than in the students' home language (e.g., the English letter *h* has a different sound than does *h* in Spanish; in Spanish *h* is silent).

Having students study groups of words that contain the same word pattern and explicitly introducing new word patterns to students also helps English language learners learn to decode the English written language in a more efficient and effective manner. It is especially important to teach these students the rules for decoding words that are not phonetically regular (such as silent *e* words, double-vowel words, sight words, and words that are "exceptions" to decoding rules, such as *great*

and *been*). Charts and word banks that categorize words according to similar patterns work especially well in facilitating word recognition for English language learners.

Progress Monitoring

You should be sure that students are learning progressively more difficult word patterns (see Appendix E). In addition, you may want to have the students participate in a progress-monitoring activity, such as a one-minute timed writing of words by each student, with the goal of increasing the number of words written. Often the words a student chooses to write are those that follow a similar pattern. This is often the quickest way to write more words and it reinforces the particular word pattern for that student.

Some students may choose instead to write shorter words (such as *it, is, do*) to increase their number; as the teacher, you will need to decide what words to count and chart, to keep the writing consistent and fair. For a period of time, you may want to count syllables, to reinforce syllabication of words, as well as the writing of more complex words; another time, you may choose to count the number of letters, for similar purposes. Whatever the unit to be counted, it is important that the students write words correctly, and/or that they can read them back when asked. It is especially important that they be held accountable for correct spelling of words in their word banks.

How to Teach Word Analysis/Spelling: Basic Steps

Objective: The students will identify a particular word pattern (such as onset-rime or blends), given a group of words.

Materials:

- Blank 3x5 index cards
- Permanent marker

Lesson: Tell the students that many English words contain groups of letters that look and sound the same. Explain that those groups of letters are called "patterns" and if they know how to read one word, they will know how to read many words with the same pattern. Then,

1. Introduce the word pattern ("Today's new word pattern is the beginning blend str-. The sounds /s/, /t/, and /r/, when you blend them together, make the sounds /str/." Or, "Today we will learn an ending word pattern. The pattern is -ent. The sounds of /e/, /n/, and /t/, when you blend them together, make the sounds /ent/.").
2. Ask students to brainstorm words that begin or end with the pattern; for ending patterns (rimes), it may be easier to have students think of an onset (phoneme or letter) to put in front of the rime to create new words.
3. Write the students' responses on index cards, one word to each card.
4. Have the students read the newly created words. Have them segment the onset and rime. Then blend them together to read the entire word.
5. Review all of the cards again, this time reading the entire word when it is shown.

The lesson can be repeated for any new word pattern that you introduce to the students. One newly introduced pattern per lesson is usually enough for the students at first, but as they begin to grasp the concept of word patterns, they may be able to study more than one pattern per lesson. If a new pattern is similar to a pattern with which the students are already familiar, be sure to draw their attention to the similarities and differences.

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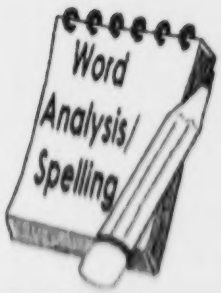

BUILDING WORDS WITH BLENDS

OBJECTIVE: The students will match initial blends with word endings to read words.

MATERIALS:

- A variety of blends written on sticky notes (all the same color)
- A variety of matching word endings written on sticky notes (all the same color, but a different color from the blends)
- A few cards with familiar words beginning with blends
- Chart paper with three columns, or large table space

LESSON:

Tell students they will be making words with beginning blends and word endings using the sticky notes. Remind them that blends consist of two consonants that are read together quickly.

1. Review the cards with the familiar words beginning with blends. Say other familiar words with initial blends, if students need more examples.

2. Place the sticky notes in two columns on the chart paper or table: one for beginning blends and the other for word endings.

3. Tell the students to take turns selecting one sticky note from each column, placing them together, and reading the word built from the two stickies. If the word read is a nonsense word, the student should look to see if either the blend or ending could be switched with another to make a real word.

4. Place the created word in a third column. Continue Step 3 until all the words have been built. Then, have students read all the words in the third column.

ADAPTATIONS:

Have the students add a sticky note of their own with a different blend, vowel, or ending, to make a different word.

Have students write the words in their notebooks after building and reading them.

This activity may also be adapted by writing the words with blends on cards and playing Concentration. Words are considered "matches" if they contain the same beginning blend and the student is able to read them correctly.

For **English language learners**, check to make sure the students understand the meanings of the new words they are making. Also, be sure to distinguish between real and nonsense words, as well as teach the use and meaning of context-specific vocabulary (e.g., words with multiple meanings) to assist students in learning and reviewing vocabulary.

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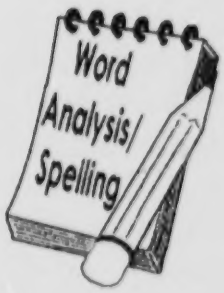
ADD "SILENT e" TO MAKE NEW WORDS



OBJECTIVE: The students will learn to read words containing the silent *e* word pattern.

MATERIALS:

- Word cards with the following words on them: pin, fin, hid, rob, con, tub, cut, man, and tap (Leave a space at the end of each card to add a silent *e* sticky note)
- Nine sticky notes with *e*'s on them
- Instructional level book with silent *e* words

LESSON:

Explain to students that adding a silent *e* to the end of a word often changes the vowel sound in that word from a "short" sound to a "long" sound.

1. Review the "short" sound of each vowel.
2. Have the students read the word cards using short vowel sounds.
3. Explain that when you add an *e* to the end of these words, the vowel sound will change to say its name, or to make the "long" sound. Review the long sound of each vowel.
4. Add the sticky notes with the *e* to the end of the word cards and have the students reread the cards with the long vowel sounds.
5. Mix the cards, leaving some with the *e* and some without. Instruct students to pay close attention to the vowel sound and the presence or absence of the silent *e* as they reread the cards.
6. Read a book containing many silent *e* words for practice.

ADAPTATIONS:

For extra practice, have students write the words in their notebook.

Depending on the level of students' understanding, you may want to follow this lesson by studying words with silent *e* containing only one or two vowels at a time (e.g. _a_*e* words or _i_*e* words) for added reinforcement. See Appendix D for examples of words containing the silent *e* pattern.

For **English language learners**, review letters with similar or different sounds in English than in the students' first language. Also, be sure to clarify the pronunciation and meanings of all words introduced, as well as provide comprehension-building activities (i.e., book preview, comprehension questions during and after reading) while reading the book.

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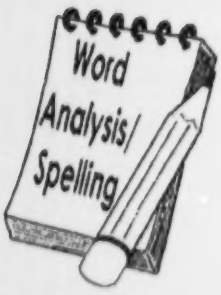


WORD STUDY BOGGLE

OBJECTIVE: The students will review and write word patterns.

MATERIALS:

- One dry-erase board (white board), marker, and eraser for each student
- Timer

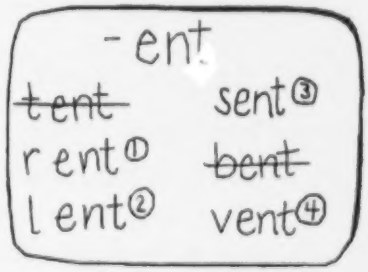
LESSON:

Tell students that for this game, they must write as many "real" words with the same ending rime as they can in 30 seconds. Hand out the materials. Then,

1. Have the students write the target rime at the top of their white boards.

2. Set the timer for 30 seconds, and tell the students to begin writing.

3. At the end of 30 seconds, tell the students to stop. Have each take a turn telling the group one word she/he wrote. As the student does this have the other students cross off the word if it is on their lists. If *no* other students have the same word, then the student who is reading places a tally point mark next to the word.



4. Have students count their tally marks. The student with the most marks wins. Or, continue playing the game with another rime.

ADAPTATIONS:

Adjust the time or the difficulty of the rime. Less time will be more challenging as will more difficult rimes.

Some **English language learners** may have difficulty distinguishing real words from nonsense words, especially if their English language vocabulary is limited. Allow them to create any words, both nonsense and real, assigning points for all words. It is important to discuss with them, however, the meanings of the words they have created, and whether the words are real.

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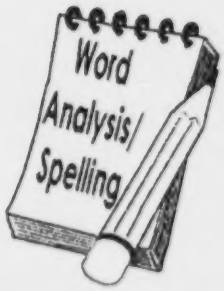
PAIR THAT SOUND!



OBJECTIVE: The students will learn the multiple sound correspondences for a specific vowel pattern and will practice reading words using the differing sounds.

MATERIALS:

- Vowel pattern word cards separated into piles by similar vowel sound
- Vowel pattern word lists, for teacher use (See Appendix G)

LESSON:

Tell the students they will be reading and matching word cards with the same vowel sound. Then,

1. Show the students two cards, each containing one word from the differing sounds of the target vowel pattern (for example, "good" and "goose"). Read the words to the students. Explain that although the words are written with the same vowel pattern ("oo"), in each word the vowel pattern is pronounced differently.
2. Ask the students to read the two word cards, listening for and identifying the difference in the vowel pattern sounds.
3. Ask students to read the remaining word cards. Separate the cards into piles by similar sound.
4. Play Concentration with the word cards. The object of the game is to turn over two words with the same vowel sound (for example, "good" and "look").
5. Shuffle all the word cards and place them face down in rows.
6. Players take turns choosing two cards at a time, and reading the words on the cards. If the two words have the same vowel sound, and they are read correctly, the student may keep the cards. Non-matching vowel sounds or words read incorrectly should be returned to their original places.
7. Each student places his/her matching pairs in a separate pile, to be reread at the end of the game.
8. Students continue to take turns until all word pairs have been found.
9. Each student reads his/her matching pairs to the group.

ADAPTATIONS:

This game may be adapted by having students read and match word cards that have the same vowel sound, but differing patterns representing that sound (see Appendix I for long vowel patterns, as well as spelling patterns, that can be used for this adaptation).

For extra practice, have students write their word pairs in their notebooks.

For **English language learners**, clarify the pronunciation and meaning of all words introduced. Be sure to review letters that have pronunciations or sounds in English that are different from or similar to students' first language, as well as teach the use and meaning of context-specific vocabulary (e.g., homophones or words with multiple meanings).

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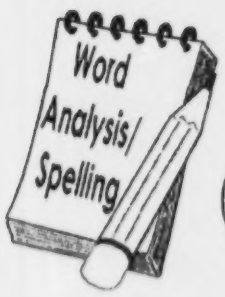

SHORT OR LONG?

OBJECTIVE: The students will distinguish between long and short *e* sounds and vowel patterns in words and will sort them accordingly (including words that are "exceptions").

MATERIALS:

- Word cards with short *e* and long *e* vowel patterns (*e*, *ea*, *ee* patterns) (See Appendix G for sample *ea* words)

LESSON:

After reading through all the word cards with the students and reviewing word meanings, as well as reviewing the sounds of the *ea* and *ee* vowel patterns,

1. Ask the students to sort the word cards according to the sound (short or long) of the *e* vowel patterns. Students must also decide how to sort any "exception" words.
2. Monitor students as they sort the words, providing guidance when necessary.
3. Have the students further sort the words into their pattern groups (*e*, *ee*, *ea*, and exceptions) if time permits.

Sample word sort:

Short *e* sound	Long *e* sound	Exceptions
step	see	steak
met	tree	great
then	green	been
test	eel	
yes	bleed	
fed	feel	
weather	eat	
bread	heat	
head	pea	
	dream	
	beach	
	steam	

ADAPTATIONS:

For **English language learners**, include pictures on the word cards, to help with vocabulary. Also, if students do not know the meaning of words, use them in a sentence, or give an example, to enforce comprehension and vocabulary. Be sure to review letters that have pronunciations or sounds in English that are different from or similar to the students' first language.

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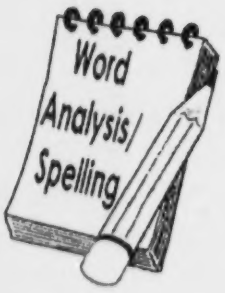
STICKY BOOKS



OBJECTIVE: The students will write and read words containing a specific word/spelling pattern.

MATERIALS:

- List of words containing a specific word/spelling pattern, for teacher use
- Sticky books for each student, consisting of a blank 3" x 9" tag board card (or 1/3 of a sentence strip) with the appropriate number of sticky notes stapled at the left edge
- White boards, one for each student
- Dry-erase markers and erasers, one for each student
- Chart paper and permanent marker for recording words

LESSON:

Tell the students they will be learning words containing a specific pattern (the ____ pattern). Review the sounds of the letters, if any are silent, and how the pattern is read. Give students a few oral and/or written examples of words containing this pattern. Then,

1. Ask students to brainstorm words containing this pattern. Explain that they will have one, (two, three) minute(s) to write as many of these words as possible on their white board.
2. Pass out the boards and markers. Set the timer. Instruct students to begin.
3. When the timer rings, have each student read his/her words to the group. Write the words on a master chart paper list. Reread the master list with the students when all have given their words. Keep track of words the student may have brainstormed that have similar sounds when read, but contain different spelling patterns, to use later for comparison.
4. After rereading the words, provide clues to other words students might not have generated.
5. Give each student a sticky book with the beginning or ending word pattern written on the tag board (leave sticky notes blank). Or, have students write the pattern on the tag board.
6. Have students write the remaining letters (onsets) on the sticky notes to complete the words and the book.
7. Read the sticky books together.
8. Allow students to take their books home to read for practice.

ADAPTATIONS:

Pencil and paper may be used to brainstorm word patterns if white boards are not available.

Have students roll letter dice, using the rolled letter as the onset to add to the rime, to create words. Clarify if words created are real words or nonsense words.

For **English language learners**, clarify the pronunciation and meaning of all words read and listed. Be sure to distinguish between real words and nonsense words, as well as clarify the meaning of any homophones or words with multiple meanings.

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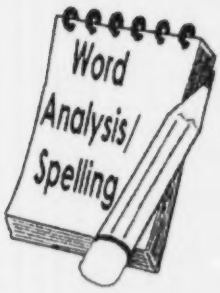

TIC-TAC-TOE

OBJECTIVE: The students will read and review words studied during the week.

MATERIALS:

- Large word cards or sentence strips with nine words of the week
- Tic-tac-toe white board with nine words of the week written in the squares, one for each pair of students
- Dry-erase markers and erasers, one each for each pair of students

LESSON:

Review the word cards with the students, discussing their meanings while using the words in sentences. Review the rules for playing "Tic-Tac-Toe." Explain that to gain a square on the board, they will select a word from the board that they can read, and use the word correctly in a sentence. Then,

1. Give each pair of students a Tic-Tac-Toe board and markers. Have them decide who will use X and who will use O to mark their squares.

2. Instruct the students that the Tic-Tac-Toe squares are filled with the words they have already reviewed. One student begins the game by choosing a word from the board, reading it out loud, and using it in a sentence.

3. The other student in the pair decides whether the word was both read and used in a sentence correctly. If so, then the first student can put an X or an O in the Tic-Tac-Toe square containing that word.

4. Repeat until there is a winner or the game is tied.

ADAPTATIONS:

This game may be modified by instructing students to choose words from the list of words of the week, and to write them on the spaces of the game board during their turn. After reading, choosing, and writing the word on the game board, the student must then use it in a sentence, continuing with Steps 4 and 5. If they choose a word without being able to accomplish this, they should pick a different word.

For **English language learners**, pictures next to words may help students with new vocabulary. Also, review word meanings before beginning the game.

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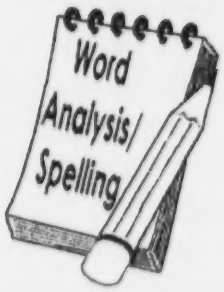
WORD SLIDE



OBJECTIVE: The students will learn different vowel patterns corresponding with specific vowel sounds.

MATERIALS:

- White board, marker, and eraser for modeling
- Word slides containing different vowel patterns corresponding with one vowel sound/ phoneme (See Appendices H and I)

LESSON:

Tell the students they will be learning different patterns that correspond with one vowel sound. Then,

1. Write words that show the different ways to spell the target vowel sound on the white board.
2. Read the words and call attention to the different spellings.
3. Write more examples of words with the target sound on the white board, categorized by spelling pattern. Have students read the words as they are introduced and written.
4. Point to the words in a random order and have students read the words again.
5. Tell students they will be making a word slide to read words containing one of the vowel patterns. You may want to review the list of words containing this pattern again.
6. Give each student a word slide containing one of the vowel patterns.
7. Help students write one or more words from listed on the white board onto their construction paper strip, around the spelling pattern tag board strip. Assist the students in writing or copying additional words from the white board onto their word slide.
8. After the students complete their word slide, and read all the words as they slide the tag board, ask them to exchange slides to read one anothers' words.

ADAPTATIONS:

Allow individual students to choose various words from the white board, or other words not listed, as appropriate given each student's reading/word knowledge level.

On the following or another day, teach or review the other spelling patterns with the same target sound. Have students compare various words across spelling patterns, noting the various positions of each pattern within words.

Depending on the reading level of the group, two or three patterns may be learned during one day.

This activity may be adapted by playing Concentration with word cards made with different spelling patterns of the target vowel sound, instead of making slides for these patterns. Words are considered "matches" if they contain the same spelling pattern of the target sound and the student is able to read both words correctly.

For **English language learners**, clarify the pronunciation and meaning of all words introduced. Be sure to discuss and clarify homophones or words with multiple meanings. Word banks or charts may be helpful in providing a visual organization of words with similar patterns.

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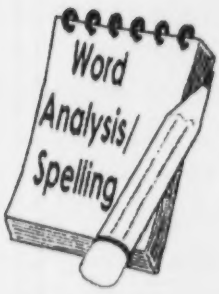

CHANGE ONE LETTER

OBJECTIVE: The students will use their knowledge of letter-sound correspondence and awareness of phonological sound placement to write and change words.

MATERIALS:

- One dry-erase board (white board), marker, and eraser for each student

LESSON:

Tell the students they will be writing new words by changing one letter at a time. Say that they must listen carefully to discern which letter they will have to change. Then,

1. Give the students a word to write on their white board (e.g., *man*). Check all students' boards to make sure they have spelled the word correctly. Have the students track their index finger under the word *man* as they read it.

2. Tell the students that they should change <u>one letter</u> to make the word say *mat*. **Do not tell the students which letter to change!** It is important that students listen to the placement of the sound in the word and change the letter according to their understanding.

3. Make sure all the students have changed the correct letter (changed *n* to *t*). If they have not, have them write the word *man* again, and tracking a finger under the word *man*, say the word *mat*. Usually this is all it takes for the students to realize that it is *n* that needs to be changed to *t*.

4. Continue to have the students change one letter at a time to manipulate different parts of the word.

ADAPTATIONS:

Have the students add blends, change the vowel sound, or change two letters at a time.

Have the students add <u>only</u> one letter, not changing the original (e.g., add one letter to *man* to make it say *mān*)—they may give two different answers, depending on the students' understanding of vowel patterns (they may write *main* or *mane*). What a great way to open a discussion on homophones!

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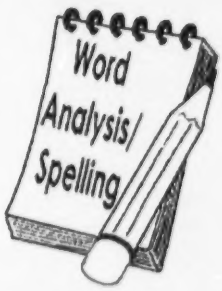
WORD PATTERN MATCH



OBJECTIVE: The students will match word cards that have the same ending pattern.

MATERIALS:

- Word cards (as many as possible) from the same familiar word pattern
- A second set of word cards with a pattern that is somewhat new to the group

LESSON:

Review the concept of word patterns with the group. Then,

1. Read through all the word cards with the students, including words with a recently introduced pattern.
2. Pick three cards, two that share the pattern and one that does not.
3. Ask the students, "Is there a word in this group that has a pattern that doesn't match the others?"
4. On the table have the students sort the cards by word pattern.
5. Repeat steps 3 and 4 with the next three cards.

ADAPTATIONS:

Have students match word cards with rhyming picture cards.

Include a card with a word that has the same ending word pattern, but is an "exception" (e.g., if the students are studying the *–ea* pattern, include the word *great*, which is an "exception").

Choose a second set of word cards for words that have a pattern similar, but not identical, to the first, to help the students learn to attend to all aspects of the word pattern.

For **English language learners**, add pictures to the word cards to help the students match concepts with vocabulary.

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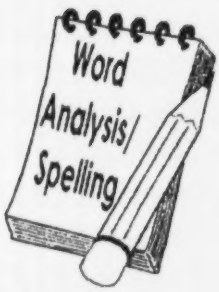

CONTRACTION CONCENTRATION

OBJECTIVE: The students will match word pairs with their corresponding contractions.

MATERIALS:

- Word cards in pairs, with a contraction written on one of the cards of the pair and the corresponding word combination written on the other
- For examples of contractions, see Appendix J

LESSON:

Review contractions by matching contractions with their corresponding word pairs. Discuss the rules for the game Memory™ (See the "Rhyming Memory Match" activity in the **Phonological Awareness** section). Explain that the object of the game is for players to use their knowledge of contractions and their corresponding word pairs and their memory to match cards.

1. Place all the word cards face down in rows.
2. Have the first student turn over two cards, read them out loud, and, if the pair does not match, return them to their face down position. If the two cards do make a match, the student keeps those cards and takes another turn.
3. Have the next student continue in the same manner.
4. At the end of the game, when all pairs are held, call on the students to read the contraction and the corresponding word pairs to the group.

ADAPTATIONS:

If the students are just beginning to study contractions, keep the word pairs limited to one pattern (e.g., the *not* pattern), and add others to the game as the students learn more patterns.

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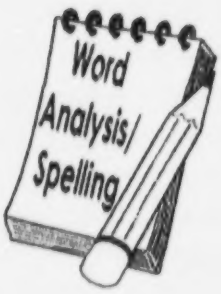
S BLENDS



OBJECTIVE: The students will read words with initial blends beginning with the letter *s* (*sn-, st-, sk-, sl-*). NOTE: This lesson can be used with any type of blend, not just *s*-blends.

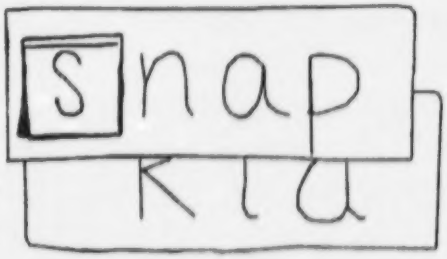
MATERIALS:

- Short-vowel words written on cards or paper (*e.g., nap, top, kid, lip, lap*)
- A pencil and paper for each student
- Small (1 X 1.5 inch) sticky notes with the letter *s* written on them

LESSON:

Review short-vowel words that the students are able to read (e.g., *nap, top, kid, lip, lap*). Then,

1. Take a word card and place a sticky note with the letter *s* written on it in front of the word to make a new word (*nap* becomes *snap*). Read the new word together and have the students write the new word on their paper.



2. Continue placing the sticky notes in front of the other words, creating and reading new words with initial blends. Have the students write the new words on their paper.

3. After going through all the words, adding *s*, have the students read back all the words they have written.

ADAPTATIONS:

Instead of providing word cards with the short-vowel words written on them, dictate the words to the students and have them write the words on cards or paper.

Have the students move the *s* to different positions in the word, such as the end of the word, to create plural or "silly" words.

For **English language learners**, check to make sure the students understand the meanings of the original and new words.

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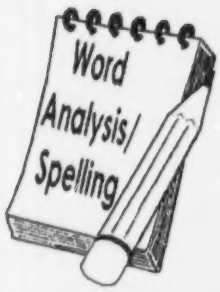


LETTERS AND WORDS

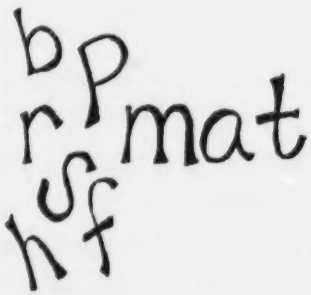
OBJECTIVE: The students will learn word patterns by creating and reading "real" words and nonsense words.

MATERIALS:

- Magnetic letters, one set per child **or**
- Sticky notes with onsets and rimes written on seperate notes

LESSON:

For this activity, the students will place different onset letters and blends in front of rimes. Choose a rime from which the students will build words (this can be a new rime, one that the students have learned previously, or one that is challenging for them). Then,



1. Have the students create the rime with magnet letters, or write it on a sticky note.
2. Tell the students to add a letter or two at the beginning of the rime (move a letter magnet or write a letter on a different sticky note) to create a word. Remind them that they can also use two letters at the beginning to create new words.
3. Have the students create at least 3-4 "real" words with that rime.
4. Then have the students create "nonsense" or "silly" words by placing other letters before the rime (e.g., *vide*, *kide*, or *thide*). Continue with other rimes, as time permits.

ADAPTATIONS:

Some **English language learners** may have difficulty distinguishing real words from nonsense words, especially if their English language vocabulary is limited. Because the goal of the activity is to help students learn word patterns by creating words with a particular rime and reading them back, they may create both nonsense and real words, but you should always clarify which words are real and which are nonsense.

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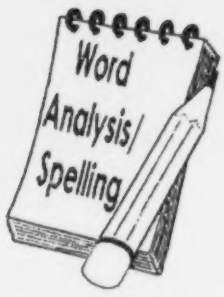
STAND AND BE READ!



OBJECTIVE: The students will create words by physically manipulating letters.

MATERIALS:

- Chart paper
- Marker in bold, dark color
- A list of words that, when taken apart, make smaller words (see Making Words [Cunningham & Hall, 1994] for ideas).
- Construction paper of various colors with each letter of the chosen word written with a bold marker on a different color sheet of construction paper

LESSON:

This lesson should be done with a group of 4-5 students. Otherwise see **Adaptations** below.

1. Randomly give each student one piece of construction paper with a letter written on it (the letters, when put in order, should create one "big" word). Have the students stand with their construction paper facing outward.

2. Tell the students that they are to make words out of the letters they have in front of them. The words may be as long or as short as they wish. When they think they have a word, they are to stand together to create it (e.g., the students with the letters *i* and *s* may stand together to create *is*).

3. When the students have created a word, write it on chart paper to be read back later. Then have them move back with the group to make new words. Finally, have them see if they can make the "big" word.

ADAPTATIONS:

If fewer than five students are in a group, give each student a piece of paper and pencil, and set of small cards or sticky notes with the letters written on them to manipulate physically.

Emphasize vowels by writing the consonants and vowels on different colored paper.

For **English language learners**, review the letter sounds with the students before handing out the letters. Also review the meanings of any and all words created using the letters.

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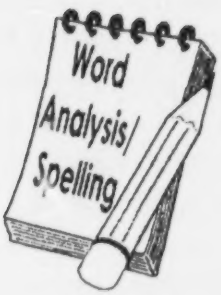

FISH FOR WORD PATTERNS!
(or FISH FOR RIMES!)

OBJECTIVE: The students will match cards that have the same ending word pattern (rime).

MATERIALS:

- At least 20 word cards (more if the group is larger than 3), with rimes in sets of two (total of 20 cards, 10 or fewer rime sets). Make sure the words cannot be read through the back of the cards.

LESSON:

Read through all the word cards with the students. Review the rules for playing the game "Go Fish!" Explain that in this game, "matches" are words with the same rime. Then,

1. Shuffle all the cards, and deal three to each student.

2. Have the students check their cards for any pairs of words that have the same ending pattern (such as f<u>at</u> and c<u>at</u>). If a student has a "pair," she/he places it on the table and reads the two words in order to keep them.

3. Continue playing the game as in "Go Fish": The first student asks another student if he/she has a card with the rime ____ (-<u>at</u>.) If the second student has an -<u>at</u> card, he/she gives it to the first student. If the student does not have the card, he/she says, "Go fish!"

4. The first student then picks a card from the face-down deck in the middle.

5. Continue the game with steps 2-4.

ADAPTATIONS:

Make only two cards of each rime, use more complex/simpler rimes, or have students match vowel patterns or blends.

Have an "exception" word (e.g., *great*) be the "shark" word (the losing card, similar to "Old Maid" but with the "exception" card being the losing card).

For **English language learners**, add pictures where appropriate to help the students associate words and meanings to learn vocabulary.

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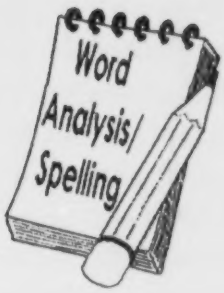
WORD HUNT



OBJECTIVE: Using an instructional-level book, the students will identify and write words that follow a specific rime or word pattern found in that book.

MATERIALS:

- Chart paper
- Instructional-level book for each student
- A pencil and paper for each student

LESSON:

Before beginning this lesson, have the students read through a "decodable" text—one that incorporates a specific word pattern or rime (e.g., words that begin with str.)

1. Have the students read through the book again, either individually or in pairs, looking for words that follow the word pattern.

2. After the students find a word, have them read it and write it on their papers.

3. After students have found all the words, have them review by reading their lists as you write them on chart paper. Have the other students check off words on their papers as they are called out.

ADAPTATIONS:

Have students look for more than one word pattern, sorting them by writing the words in different columns. Or, have the students look for sight words that they have been studying.

For **English language learners**, it is important that these students are familiar with the meaning of the words. To build vocabulary, be sure to go over word meanings and review the storyline before starting the word hunt.

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APPENDICES

Appendix A

Guidelines for Choosing Materials

(Texas Center for Reading and Language Arts / Texas Education Agency, 1998)

1. Passages may be taken from many different kinds of reading materials (e.g., basals, trade books, newspaper articles, and student writing)

2. Readability formulas can be used to determine the difficulty level of materials

3. Literature-based anthologies often contain stories that vary in difficulty and do not consistently adhere to the grade-level readability identified on the cover

4. Expository text is usually the best choice; avoid selections that contain dialogue, many proper nouns, and variance in difficulty

5. The goal is to select a passage that is long enough so that students cannot completely read the entire passage in a 1-minute time frame:

    a. Preprimer, primer, and first grades: Passages should contain 150 words
    b. Second and third grades: Passages should contain 150-200 words

6. Monitor the difficulty level of the passage for each individual student; make sure it matches the student's reading level

7. Be sure the student has not previously read the passage—this should be a "cold reading"

8. Fluency screening may be added to an informal reading inventory

Appendix B

Directions for 1-Minute Administration of Reading Passages

(Texas Center for Reading and Language Arts / Texas Education Agency, 1998)

Materials:

- Unnumbered copy of passage (student copy)
- Numbered copy of passage (examiner copy)
- Stopwatch
- Tape recorder (optional)

Directions:

1. Place unnumbered copy in front of the student.

2. Place the numbered copy in front of you, but shielded so the student cannot see what you record.

3. For each passage, say these specific directions to the student:
   When I say "begin," start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions?
   (Pause)

4. Say *"begin"* and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, tell her or him the word and mark it as incorrect.[a]

5. As the student reads, follow along on your copy. Put a slash (/) through words read incorrectly.

6. If a student stops or struggles with a word for 3 seconds, tell the student the word and mark it as incorrect.

7. At the end of 1 minute, place a bracket (]) after the last word and say *"stop."*

[a] On rare occasions the student may "speed read" (i.e., read the passage very fast and without expression). If this occurs, tell the student, *"This is not a speed reading test. Begin again, and be sure to do your best reading."*

APPENDIX C
ROAD RACE GAME BOARD

1. Cut a manila file folder in quarters. Two of the pieces will make a pair of game boards.
2. Make two columns on each "board": each column has an equal number of rectangles, with sight words (or words with a particular rime or vowel pattern) written on them. The same words should be on the two game boards, in the same order.
3. Make two sets of word cards with the identical words as written on the two game boards.
4. The number of words per column, and the difficulty of the words, depends on the reading level of the individual students.

Sample game board, easy sight words (sample words)

for	the
it	he
boy	girl
cat	little
and	up
go	red
is	I

Start here and go up and over — End here

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____ **START**	_____ **FINISH**

Appendix D

Blends and Digraphs, Short and Long Vowel Patterns, and High-Frequency Words

Examples of Blends and Digraphs:

Initial Consonant Blends: bl-, br-, cl-, cr-, dr-, dw-, fl-, fr-, gl-, gr-, pl-, pr-, scr-, sl-, spl-, sp-, spr-, squ-, st-, str-, sw-, thr-, tr-, tw-

Final Consonant Blends: -ct, -ft, -ld, -lf, -lk, -lp, -lt, -mp, -nd, -pt, -rd, -rk, -rm, -rn -rp, -rt, -sk, -sp, -st

Consonant Digraphs: ch, ck, gh, kn, ng, ph, qu, sh, th, wh

Examples of Short Vowel and Long Vowel Patterns:

Short Vowel Patterns: -ab, -ag, -am, -an, -ap, -at, -ed, -eg, -en, -et, -ib, -id, -ig, -im, -in, -it, -ob, -od, -og, -op, -ub, -ud, -um, -un, -ut

Long Vowel Patterns: -ake, -ape, -ate, -ay, -eat, -een, -eet, -ice, -ide, -ie, -ight, -ike, -ine, -ipe, -oad, -oan, -one, -ope, -une, -upe, -ule

Other Patterns: Include prefixes and suffixes, as well as beginning and ending consonant blends and digraphs

High-Frequency Words:[1]

A list of the 100 most common words in English (from left to right):

the	of	and	a	to	in	is	you	that	it	he	was
for	on	are	as	with	his	they	I	at	be	this	have
from	or	one	had	by	word	but	not	what	all	were	we
when	your	can	said	there	use	an	each	which	she	do	how
their	if	will	up	other	about	out	many	then	them	these	so
some	her	would	make	like	him	into	time	has	look	two	more
write	go	see	number		no	way	could	people		my	than
first	water	been	call	who	oil	its	now	find	long	down	day
did	get	come	made	may	part						

[1] Taken from Fry, Kress, & Fountoukidis, 1993.

Appendix E

Sequence for Word Analysis/Spelling

(Bear, Templeton, Invernizzi, & Johnston, 1996; Cunningham, 1995; Cunningham & Hall, 1994; Scott, 1994)

First to Second Grade Spelling Level:

Initial consonants: high frequency, then low frequency
Short vowels (fish, net, hat, put, pot)
Long vowels: final *e* (silent *e*)
High-frequency initial consonant digraphs (ch, sh, th)
Initial Consonant Clusters (stop, play, print, green, tree, clean, bring, drive, free, etc.)
Final Consonant Clusters (cold, shelf, mask, best, lamp, hand, ant, think)
Less frequent digraphs and consonant elements (e.g., -idge)
Easy homophones (e.g., there/their/they're, it's/its, bear/bare, no/know)

Third to Fourth Grade Spelling Level:

Less frequent vowel patterns (e.g., weigh, hey)
More difficult consonant blends and digraphs (thr-, str-)
Rules of syllable juncture (drop -y and add -ies, double consonant when adding –ing, etc.)
Suffixes and prefixes

Appendix F

Bibliography of Decodable Books Series

(Representative products; not necessarily recommended)

Publisher	Series Name	Contact Information
Celebration Press	Alpha Plus	One Jacob Way
	Little Celebrations Classroom Libraries	Reading, MA 01867 1-800-552-2259
	Phonics Resources	www.celebrationpress.com
	Snap Phonics	
McGraw-Hill	Lippincott Phonics Easy Readers	220 E. Danieldale Rd. Desoto, TX 75115 1-800-442-9685 www.mhschool.com
Modern Curriculum Press	Modern Curriculum Press Phonics and Story Libraries	4350 Equity Dr. P.O. Box 2649
	MCP "Plaid" Phonics	Colombus, OH 43216
	Ready Readers	www.mcschool.com
Oxford University Press	First Story Rhymes	P.O. Box 1550
	Second Story Rhymes	Woodstock, IL 60098
	Sound Stories	1-888-551-1550
Penguin Putnam, Inc.	Easy to Reads	345 Hudson St.
	Puffin Books	New York, NY 10014
		1-800-847-5515
Rigby	Best Practice Phonics	P.O. Box 797
	Decodable Stories	Crystal Lake, IL 60039
	Rhyme World	1-800-822-8661
		www.rigby.com
SRA/McGraw Hill	Open Court	220 E. Danieldale Rd.
	SRA Phonics	DeSoto, TX 75115-2490
		1-888-772-4543
		www.SRA-4KIDS.com
Scholastic, Inc.	Lexile Paperback Libraries	2931 East McCarty St.
	Reading Discovery	Jefferson City, MO 65101
	Shoebox Libraries	1-800-724-6527
	Wiggle Works Books	www.scholastic.com

Appendix F (cont.)

Steck-Vaughn Company	Phonics Readers	P.O. Box 690789
	Phonics Readers Plus	Orlando, FL 32819-0789
		1-800-531-5015
		www.steck-vaughn.com
Sundance Publishing	Hello Reader! Phonics Fun	234 Taylor Street
	Sundance Phonics Readers	P.O. Box 1326
		Littleton, MA 01460
		1-800-343-8204
		www.sundancepub.com
Teacher Created Materials	Easy Readers	6421 Industry Way
		Westminster, CA 92683
		1-800-662-4321
		www.teachercreated.com
William H. Sadlier, Inc.	Sadlier Phonics Reading	9 Pine St.
		New York, NY 10005-1002
		1-800-221-5175
		www.sadlier-oxford.com
The Wright Group	The Wright Skills	19201 120th Ave. NE
		Bothell, WA 98011
		1-800-523-2371

Bibliography of Decodable Books Series in Spanish

(Representative products; not necessarily recommended)

Publisher	Series Name	Contact Information
Celebration Press	Piñata	One Jacob Way
	Mas Piñata Fonolibros	Reading, MA 01867 1-800-552-2259
		www.celebrationpress.com
Modern Curriculum Press	Fonolibros Colección Parvulitos	4350 Equity Dr. P.O. Box 2649
		Colombus, OH 43216
		www.mcschool.com
Rigby	PM Collection	P.O. Box 797
		Crystal Lake, IL 60039
		1-800-822-8661
		www.rigby.com
Scholastic, Inc.	Wiggle Works - Español	2931 East McCarty St.
		Jefferson City, MO 65101
		1-800-724-6527
		www.scholastic.com

APPENDIX G
VOWEL PATTERNS CONTAINING MULTIPLE SOUND CORRESPONDENCES

Oo

/u̇/: look, good, hook, afoot, hood, took, wood, hoof, crook, foot, stood, soot, cookie, nook, shook, goodbye, lookout, football, wooden, brook, wool, notebook, understood, neighborhood, cook, book

/ü/: ooze, soon, school, room, food, shoot, smooth, pool, tooth, cool, goose, troop, fool, boot, tool, mood, roof, moon, loose, balloon, noon, too, zoo, shampoo, coo, tattoo, kangaroo, bamboo, cuckoo, boo, igloo

Ea

/ē/: eat, each, east, easy, eagle, eager, easel, Easter, eaten, eastern, ease, easily, neat, read, least, beat, clean, deal, dear, leaf, feast, peach, meat, weak, peanut, sea, tea, flea, plea, pea

/ĕ/: head, heavy, ready, thread, steady, dead, breath, ahead, breakfast, already, feather, death, measure, instead, leather, meadow, pleasant, spread, heading, sweat, threaten, treasure, weapon, weather, overhead, heaven, dread, pleasure, widespread, gingerbread

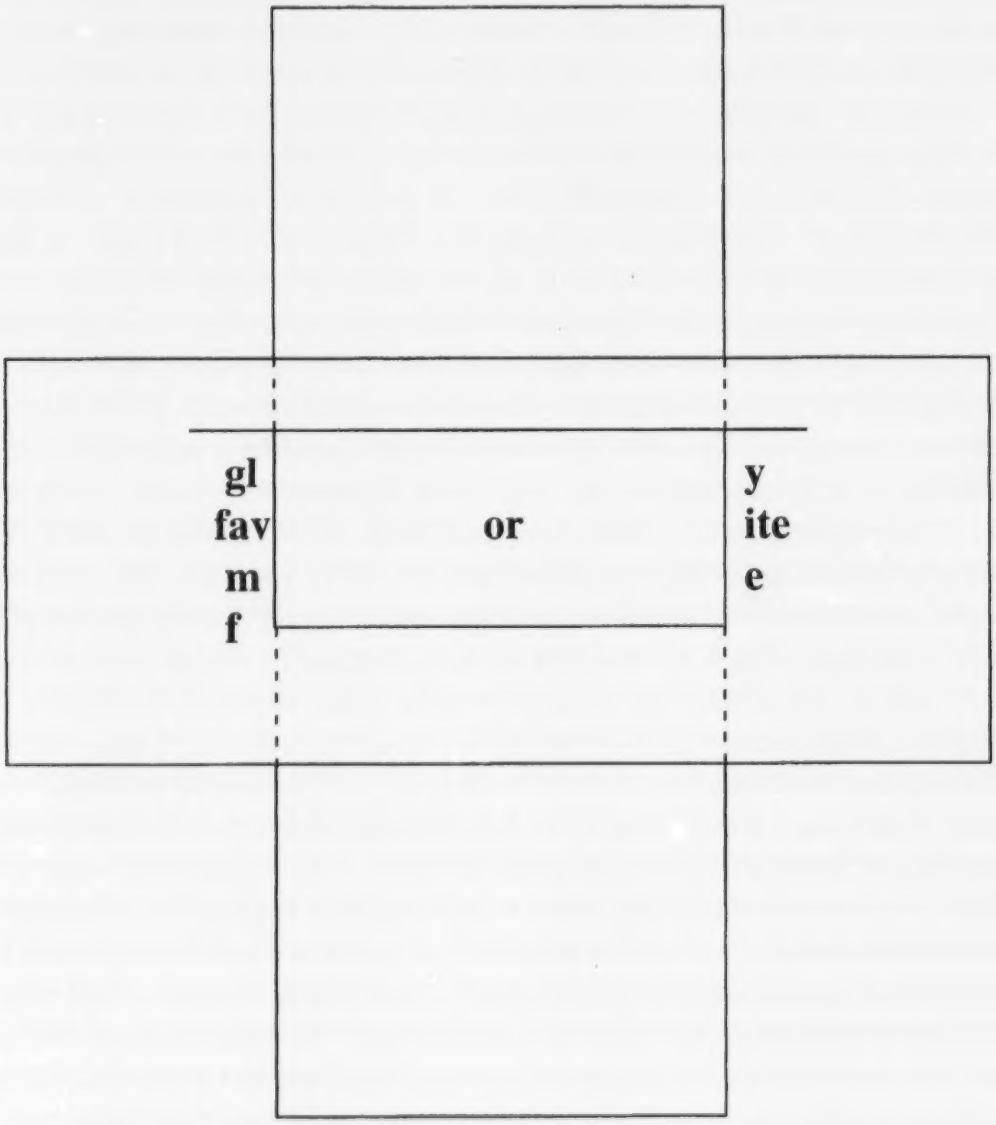
Ow

/au̇/: down, town, brown, flower, crowd, crown, cowboy, power, vowel, downward, towel, powder, tower, chowder, shower, how, now, cow, plow, allow, somehow, eyebrow, vow, owl

/ō/: bow, tow, row, low, mow, snow, own, owe, bowl, towboat, rowboat, bowling, show, slow, yellow, follow, tomorrow, throw, blow, grow, flow, glow, know, crow, arrow, borrow

*Adapted from Fry, E.B., Kress, J.E., Fountoukidis, D.L. (1993). The reading teacher's book of lists: Third edition. Paramus, NJ: Prentice-Hall, Inc.

APPENDIX H
DIRECTIONS FOR MAKING A WORD SLIDE



To make a word slide (tachistoscope), cut a piece of construction paper into a 4 inch x 8 1/2-inch strip. Cut two slits in the strip, to weave through a piece of tag board (5 inches x 2 inches). On the tag board, write the vowel or word pattern. Weave the tag board strip through the construction paper so that the pattern is easily seen. On the construction paper, write the remaining letters of words containing the word pattern on either side of the tag board as appropriate (i.e., gl-or-y, fav-or-ite, m-or-e).

APPENDIX I:
VOWEL PATTERNS

/ā/ /Ā/

-ai: bail, fail, hail, mail, nail, pail, rail, sail, tail, wail, frail, quail, snail, trail, gain, main, pain, rain, brain, chain, drain, grain, stain, train, wait, bait, paid

-a (consonant) e: came, fame, game, lame, same, tame, blame, flame, name, bake, cake, lake, make, rake, take, wake, brake, flake, shake, snake, stake, fake, ate, fate, gate, late, mate, plate, skate, state, hate, rate, date, pace, race, lace, wade, made, fade, safe, stale, tape, save, cave, wave, ape, age, able, ache, ale, ate, ace, shape

-ay: x-ray, play, hay, bay, lay, way, stay, clay, day, may, say, gray, pay, always, mayor, layer, crayon, maybe, payment, player, daylight, birthday, highway, repay, anyway, pray

-a (open syllable): able, acre, agent, apron, April, paper, lady, baby, radio, crazy, lazy, tomato, navy, label, volcano, hazy, potato, vacation

/ē/ /Ē/

-ea: beat, heat, meat, neat, seat, treat, wheat, cheat, eat, sea, pea, tea, year, gear, spear, smear, near, ear, clear, seal, real, deal, lead, read

-ee: bee, see, beep, deep, jeep, keep, peep, weep, creep, sheep, sleep, steep, sweep, feet, meet, sheet, sleet, sweet, street, bleed, seed, weed, need, feed, wheel, feel, steer, reef, beef, seek, seen, queen

-e (open syllable): even, equal, evil, secret, zebra, being, me, he, she, we, be, maybe

-y: any, very, many, pretty, only, funny, happy, lady, story, family, study, every, country, city, really, body, usually, easy, early, money, quickly, heavy, ready, energy

/ī/ /Ī/

-i (consonant) e: dice, lice, mice, nice, rice, price, slice, spice, twice, lice, ice, hide, ride, side, tide, wide, bride, glide, pride, slide, dime, lime, mime, time, crime, prime, dive, five, hive, live, drive, hike, bike, strike, spike, mine, fine, line, shine, nine, vine, dine, pine, tire, fire, mile, pile, kite, bite, life, ripe, pipe, wife

-i (open syllable): I, idea, I'll, I'm, icy, Iowa, ivory, bicycle, tiny, silent, pilot, quiet, triangle, climate, dinosaur, giant, lion, title, spider, China

-y: sky, fly, fry, cry, try, my, by, ply, sly, why

/ō/ /Ō/

-oa: oat, boat, coat, goat, bloat, float, gloat, throat, road, toad, load, foam, roam, soak, roach, boast, loaf, moan, road, soap, coast, oatmeal, throat, approach

-o (consonant) e: hole, mole, pole, stole, whole, bone, cone, tone, zone, phone, stone, hose, nose, rose, close, those, pose, home, Rome, rope, hope, poke, rode, doze, spoke, smoke, phone

-ow: bow, tow, row, low, mow, snow, own, owe, bowl, towboat, rowboat, bowling, show, slow, yellow, follow, tomorrow, throw, blow, grow, flow, glow, know, crow, arrow, borrow

-o (open syllable): open, over, obey, ocean, Ohio, odor, go, no, so, hello, ago, also, zero, cargo, potato, hero, echo, volcano, radio

-oe: toe, hoe, Joe, oboe

APPENDIX I (con't): VOWEL PATTERNS

/ū/ /Ū/

-ui: suit, juice, cruise, bruise

-ue: Sue, true, blue, cruel, statue, rescue, Tuesday, avenue, clue, glue

-u (consonant) e: rule, mule, June, tune, mute, cute, tube, cube, flute, huge, Luke

-u (open syllable): unit, Utah, uniform, university, future, human, humor, January, pupil, humid, museum, fuel, music, puny, menu

-oo: tool, cool, fool, pool, school, zoom, boom, moon, noon, soon, moose, goose, woozy

-ew: threw, chew, drew, stew, dew, few, new, blew, whew, grew, knew, few, jewel

/ər/ or /r/

-er: her, teacher, baker, maker, player, mother, over, other, were, sister, under, after, water, another, wonder, ever, offer, river, winter, shower, eraser, camera, allergy, bakery, dangerous, afternoon, battery, wonderful, jerk, clerk, merge, serge, verge, serve, germ, term, fern, nerve, verve, swerve

-ir: fir, sir, stir, bird, girl, third, quirk, shirk, smirk, dirt, dirty, flirt, shirt, skirt, squirt, birth, mirth, birthday, girdle, Virginia, thirty, thirsty, affirm, circle, thirteen, circus, first

-ur: fur, blur, slur, spur, curl, furl, hurl, burn, turn, curse, nurse, purse, hurt, blurt, spurt, purple, hurdle, hurry, urban, urge, urgent, Thursday, turkey, curb, surface, purpose, surf, turtle, church

/o̰/

-au: August, auto, author, autumn, auditorium, autograph, audience, Australia, auction, because, caught, laundry, haul, daughter, fault, cause, dinosaur, sauce, caution, exhaust, fraud, faucet, sausage

-aw: awful, awkward, awning, awe, awl, awfully, lawn, drawn, lawyer, hawk, lawful, yawn, drawer, shawl, crawl, squawk, law, jaw, draw, straw, thaw, paw, claw, saw, gnaw

-al: all, always, also, already, almost, although, almighty, talk, walk, chalk, salt, false, walnut, fallen, call, tall, fall, ball, overall, hall, small, baseball, wall, stall, recall

/a̰ů/

-ou: out, our, ounce, ourselves, outdoors, ouch, outer, outline, outside, outlook, hour, sound, about, around, round, aloud, found, ground, loud, cloud, mountain, doubt, count, house

-ow: down, town, brown, flower, crowd, crown, cowboy, power, vowel, downward, towel, powder, tower, chowder, shower, how, now, cow, plow, allow, somehow, eyebrow, vow, owl

/o̰i/

-oi: oil, join, point, voice, coin, choice, noise, boil, spoil, avoid, poison, boil, turmoil, coil, moisture, exploit, soil, rejoice, disappoint, toil, joint

-oy: oyster, royal, voyage, loyal, boycott, annoying, employer, enjoyment, joyful, toy, joy, boy, soy, coy, enjoy, employ, destroy, cowboy, decoy, corduroy

*Adapted from Fry, E.B., Kress, J.E., Fountoukidis, D.L. (1993). The reading teacher's book of lists: Third edition. Paramus, NJ: Prentice-Hall, Inc.

Appendix J

Suggested Contraction List

Not	Is, Has	Are	Have	Am
isn't	he's	we're	I've	I'm
wasn't	she's	they're	you've	
didn't	it's	you're	we've	
doesn't	where's		they've	
won't	there's			
don't	here's			
can't	what's			
hasn't	who's			
haven't				
hadn't				
aren't				
weren't				
shouldn't				
couldn't				
wouldn't				
mustn't				
needn't				

Had/Would	Us	Will
I'd	let's	I'll
they'd		it'll
she'd/he'd		he'll
we'd		she'll
there'd		that'll
you'd		they'll
		we'll
		you'll

Appendix K

Teacher Resources

(Representative products; not necessarily recommended)

Author	Book Title	Contact Information
Adams, Marilyn Jager	Phonemic Awareness in	Paul H. Brookes Publishing
Foorman, Barbara R.	Young Children, 1998	Company
Lundberg, Ingvar		P.O. Box 10624
Beeler, Terri		Baltimore, MD 21285
		1-800-638-3775
Bear, Donald R.	Words Their Way, 1996	Prentice-Hall, Inc.
Templeton, Shane		P.O. Box 11071
Invernizzi, Marcia		Des Moines, IA 50336
		1-800-947-7700
Cunningham, Patricia M.	Making Words, 1994	Good Apple, Inc.
Hall, Dorothy P.		23740 Hawthorne Blvd.
		Torrance, CA 90505
		1-800-644-5280
Fitzpatrick, Jo	Phonemic Awareness, 1997	Creative Teaching Press
		P.O. Box 2723
		Huntington Bch, CA 92647
		1-800-444-4CTP
O'Conner, Rollanda E.	Ladders to Literacy: A	Paul H. Brookes Publishing
Notari-Syverson, Angela	Kindergarten Activity	Company
Vadasy, Patricia F.	Book, 1998	P.O. Box 10624
		Baltimore, MD 21285
Pinell, Gay Sue	Word Matters: Teaching	Heinemann Publishing Co.
Fountas, Irene C.	Phonics and Spelling in	361 Hanover Street
Giacobbe, Mary Ellen	Reading/Writing	Portsmouth, NH 03801-3912
	Classroom, 1998	(603) 431-7894
		Custserv@heinemann.com

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Bear, D., Templeton, S., Invernizzi, M., & Johnston, F. (1996). *Words their way: Word study for phonics, vocabulary, and spelling.* Upper Saddle River, NJ: Prentice-Hall.

Cunningham, P. M. (1995). *Phonics they use: Words for reading and writing:* New York: Harper-Collins.

Cunningham, P. M., & Hall, D. P. (1994). *Making words.* Torrance, CA: Good Apple, Inc.

Fry, E.B., Kress, J.E., & Fountoukidis, D.L. (1993). *The reading teacher's book of lists* (3rd ed.). Englewood Cliff, NJ: Prentice-Hall.

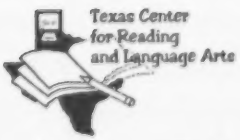
Scott, J. E. (1994). Spelling for readers and writers. *The Reading Teacher, 48,* 188-190.

Snow, C.E., Burns, M.S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children.* Washington, DC: National Academy Press.

Texas Center for Reading and Language Arts/Texas Education Agency. (1998). *Professional development guide—Reading fluency: Principles for instruction and progress monitoring.* Austin, TX: Texas Education Agency.

White, S.. (1995). *Listening to children read aloud: Oral fluency 1 NAEP Facts,* (1)

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494



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